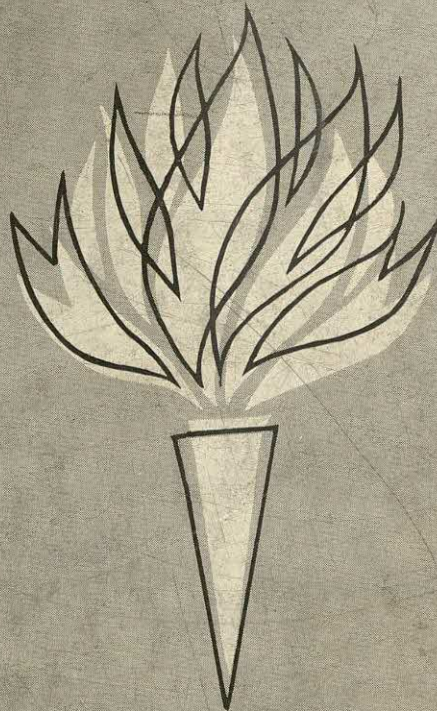


171

ADJUNCT PROGRAM

to accompany

LEARNING AND HUMAN ABILITIES:
EDUCATIONAL PSYCHOLOGY



RIPPLE and KLAUSMEIER

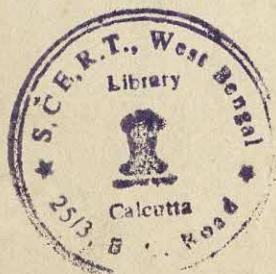
Adjunct Program to Accompany

Learning and Human Abilities:
Educational Psychology

RICHARD E. RIPPLE, Cornell University

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ADJUNCT PROGRAM TO ACCOMPANY LEARNING AND HUMAN ABILITIES:
EDUCATIONAL PSYCHOLOGY

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INTRODUCTION	vii
TOPICAL OUTLINE OF CHAPTERS	xiii
THE ADJUNCT PROGRAM	1
Recognition Items	
Completion Items	
THE ANSWER COVER	

INTRODUCTION

Type of Program

For each chapter of the textbook, *Learning and Human Abilities: Educational Psychology*, there is a set of recognition items or frames and a set of completion items in this programmed book. The textbook and related references are to be studied prior to using the program. Thus, the programmed instruction in this book is an adjunct to the textbook, not a self-contained program. (See S. L. Pressey, "Basic Unresolved Teaching-Machine Problems," *Theory into Practice*, 1962, 1:30-37; and H. F. Silberman, "Self-Teaching Devices and Programed Materials," *Review of Educational Research*, 1962, 32:179-193, for concise and penetrating discussions of self-instructional devices and programs.)

A form of linear programing was used in this book. The distinguishing characteristic of linear programing is that all students who work the program go through the same items in the same sequence. In this book the items are arranged sequentially within each chapter and follow the presentation in the textbook. However, the items for each chapter are not dependent on the items for a preceding chapter, although Chapter 1 should be completed first because it introduces many of the significant concepts used in the remaining chapters. Thus, the chapters may be studied in the textbook and in this book in a sequence different from the numerical order of the chapters. Complete linear programing does not permit the student to start at various points in the program; adjunct programing does.

Selected responses are to be made to the recognition items. Pressey favored this type of response but used multiple-choice rather than alternate-choice items. The alternate-choice items in this program are intended to be easier than multiple-choice items, in order to facilitate ready relearning of material studied in the textbook.

The responses to the completion items are to be recalled from the study of the textbook and of the recognition items — or, stated in the terms of Skinner, the responses are to be *constructed* by the student from the information given in the item and the previous items. However, the information in this program is not presented one small bit after another in successive items. Rather, each completion item deals with a significant concept, principle, or fact, without using a large number of items to lead up to it. (See J. G. Holland & B. F. Skinner, *The Analysis of Behavior: A Program for Self Instruction*, New York: McGraw-Hill Book Company, 1961, for an example of linear programing and constructed responses.)

INTRODUCTION

A form of branching is also incorporated in the combined use of the textbook and this adjunct program. In a branching program the direction a student takes is determined by the correctness of his responses. If you miss over 10 percent of the recognition items in a chapter or main part of it, branch back to the text or some other source of information. If you get 90 percent or more correct, proceed or branch to the completion items. If your error rate is high on the completion items, branch back to the recognition items or the text. Branching permits students who learn at different rates to proceed in different directions in order to improve their efficiency of learning.

Each item in this program was tried out with students enrolled in a course in educational psychology at the University of Wisconsin. If 20 percent or more of the students missed a recognition item, we rewrote the item to make it less difficult. If 20 percent or more missed a completion item, we give the first two letters of the word to be filled in. Though this was done, a student's error rate might still be above 20 percent, in which case there should be considerable branching from the programed material to the textbook.

To facilitate combined use of the textbook and this program, the Table of Contents in this book is more complete than in the textbook, and it gives the page on which the recognition items—R—start for each main section of a chapter and also the page on which the corresponding completion items—C—start.

Instructions for Use of the Program

Your task in using the recognition items, after studying all the instructions, is to place the Answer Cover (follow the instructions on the back page) so as not to expose the correct response, read the item and study it carefully, try to select the correct word or phrase from the two provided in brackets, confirm your correct response by sliding down the Answer Cover to expose the correct response, correct your wrong response and engage in further study of the textbook if necessary.

Two recognition items follow:

Tests may be given at the beginning and the end of each unit to [ascertain, delineate] how well the student is learning.

ascertain

Informal teacher observation, published tests, and other means of evaluating are used to understand the abilities and other [characteristics, motives] of students.

characteristics

In the completion items, space for writing in your response is provided between brackets, or the first two letters of a word and space

INTRODUCTION

appear between brackets. The completion items and recognition items are identical, except that you must recall or construct your response to the completion item from your study of the textbook and the recognition items. Your task with the completion items is to use the Answer Cover as with the recognition items, fill in — mentally or with a pencil — the correct word or phrase, confirm your response, correct your wrong response, and engage in further study as necessary. Two completion items, paired with the preceding two recognition items, follow:

Tests may be given at the beginning and the end of each unit to [] how well the student is learning.

ascertain

Informal teacher observation, published tests, and other means of evaluating are used to understand the abilities and other [] of students.

characteristics

A Plan for Efficient Learning

Learning from use of the textbook and this program is facilitated through developing and using an efficient strategy or plan for learning. A plan for learning is a control within the learner that guides his selection, acquisition, retention, and use of information. Our plan is based partly upon recent experiments in the Learning Laboratory of the University of Wisconsin, partly upon study and application of the research of others, and partly upon our own teaching experience. Before starting your study, consider these seven steps of our recommended plan.

1. *Study the entire Table of Contents.* First, study the titles of the four main parts of the textbook and this book, which are identical; next, study the chapter titles within each part, which are also identical. Doing this helps you learn the authors' organization of all the information. If the organization is meaningful to you, it will serve as your master organization — or metaplan — for selecting, acquiring, retaining, and using the information.

2. *Select the chapter or part of a chapter you are going to study in the textbook.* Study the Contents of the selected chapter until you can remember all the main and most of the subtopics. Preceding each section of recognition and completion items in this book, these main and subtopics are again presented, exactly as in the Table of Contents. The information in the textbook and the sequential items in this program are based upon this chapter organization.

3. *Study the entire chapter in the textbook* or any part of it as may seem best for you. If much of the material is new or difficult, it is best to study one or two of the main parts of a chapter in a single study session, rather than the entire chapter. Whether a part or the total chapter, follow this plan:

INTRODUCTION

As you read and study, think about possible uses of the information. When reading do not ask merely: "What should I try to remember?" Ask also: "How can I use what the author is reporting?" Do not stop with one use or application to your personal or professional life; think of several. Some of these possible uses may be stated as questions. Jot down some of these for future reference.

4. *Respond to the related set of recognition items in this book.* Go through the items slowly and carefully, for you are not memorizing the correct response but are learning the information which makes the response correct. (Students who worked as rapidly as possible through the recognition items subsequently missed many completion items.) If you get less than 90 percent of the items correct, further study of the textbook should probably be done before proceeding to the completion items. Check any items which you do not get correct the first time. In turn, spend more time relearning and acquiring more information about these items. The recognition items provide mainly for relearning of what you have previously studied in the textbook. If you get 90 percent or more correct, proceed to the completion items.

5. *Respond to the related set of completion items in the same manner as the recognition items.* If you get less than 90 percent correct, go back to the recognition items or to the chapter for further study. Your responses to the completion items provide evidence of how well you have learned and also are intended to make your learning more permanent. Evidence is unclear as to whether formulating the correct response mentally, stating it verbally, or writing it produces the most permanent learning. If you write the response in the blank the first time through, you will need to erase in order to use the same item again.

6. *Proceed with other chapters as indicated in steps 2-5.*

7. *Use the recognition and completion items more than once* - for example, after completing your study of a main part of the textbook. After you have had experience with two or three chapters, you can determine for yourself how often you need to study the same material to learn it well, how long you can recall it with one relearning session, and how often you need to relearn it to achieve permanency.

Carrying out the above plan will enable you to acquire and retain many of the significant concepts and principles dealing with teaching-learning processes and related phenomena. This is very important, for you cannot apply or use concepts and principles that you have not learned or cannot remember. After studying a chapter or two you will properly conclude that only a portion of the information from the textbook is incorporated in the recognition and completion items. For ex-

INTRODUCTION

ample, many items could have been written on the information contained in each table of the textbook; usually only one was written because of space limitations. You may find it interesting, therefore, to note the most significant points as you read the textbook and check these points with the programmed items.

This program provides a context in which to use what you have learned that is different from the textbook. However, it does not provide for direct applications to actual teaching-learning situations. Nor do the examples apply to all subject fields at all school levels. This is why it is important for you to carry out the subplan incorporated in (3) preceding.

Use of Synonyms

A final note is necessary to deal with synonyms. You must decide in some items whether a synonym for the word given as the correct response would serve as well. For example, depending on the school level in which you are most interested, you may use child, adolescent, student, or pupil, whichever you prefer. This was done when writing the textbook. Similarly, many principles are stated beginning with a verb form such as aid, assist, and help. Again when writing the textbook the author used the synonymous verbs to improve readability, to avoid monotony. Thus, some synonyms are acceptable. At the same time recognize that the responses in this book are correct, and in many cases a synonym does not carry the proper connotation.

TOPICAL OUTLINE OF CHAPTERS

PART I ESSENTIAL COMPONENTS OF TEACHING-LEARNING SITUATIONS

CHAPTER 1 HUMAN ABILITIES AND TEACHING-LEARNING PROCESSES

- A. THE NATURE OF HUMAN ABILITIES—Cognitive Abilities and Related Outcomes—Psychomotor Abilities and Related Outcomes—Affective Characteristics and Related Outcomes R1 C10
- B. THE PROCESSES OF LEARNING—Purposeful Learning by an Individual Without Guidance—Purposeful Learning by an Individual with Guidance—Purposeful Learning in a Group Situation with Guidance—Learning Through Identification and Imitation—Learning Through Being Conditioned R4 C14
- C. MATURATION AND LEARNING R8 C17
- D. FACTORS AFFECTING EFFICIENCY OF TEACHING-LEARNING PROCESSES—Characteristics of Learners—Characteristics of the Teacher—Learner and Teacher Behaviors—Group Characteristics—Physical Characteristics of the Behavioral Setting—Outside Forces. R9 C18

CHAPTER 2 EDUCATIONAL OBJECTIVES AND LEARNING EFFICIENCY

- A. GENERAL OBJECTIVES—Objectives of Elementary Education—Objectives of Secondary Education—Objectives of Higher Education R19 C25
- B. AN ATTEMPT AT A TAXONOMY R23 C29
- C. MORE IMMEDIATE TEACHING-LEARNING GOALS R24 C30

CHAPTER 3 PUPIL CHARACTERISTICS AND EFFICIENCY OF LEARNING

- A. COGNITIVE ABILITIES AND INTELLECTUAL PROCESSES R31 C40
- B. PSYCHOMOTOR ABILITIES AND PHYSICAL CHARACTERISTICS. R32 C41

CONTENTS

C.	AFFECTIVE CHARACTERISTICS—Interests—Attitudes and Values—Personality Integration	R 32	C 42
D.	RELATIONSHIPS AMONG INTELLIGENCE, PSYCHO- MOTOR ABILITIES, AND AFFECTIVE CHARACTERISTICS	R 34	C 43
E.	AGE	R 36	C 45
F.	SEX	R 36	C 46
G.	HOME BACKGROUND AND SOCIAL CLASS	R 37	C 47
H.	READINESS FOR LEARNING AND LIMITS OF LEARNING	R 39	C 48

CHAPTER 4 TEACHER CHARACTERISTICS AND EFFICIENT PUPIL LEARNING

A.	COGNITIVE ABILITIES AND INTELLECTUAL CHARACTERISTICS.	R 50	C 59
B.	PSYCHOMOTOR ABILITIES	R 51	C 60
C.	AFFECTIVE CHARACTERISTICS—Interests—Attitudes and Values—Personality Organization	R 52	C 61
D.	PROFESSIONAL COMPETENCES	R 55	C 64
E.	AGE	R 55	C 64
F.	SEX	R 56	C 65
G.	SOCIAL CLASS	R 58	C 67

CHAPTER 5 CLASSROOM INTERACTIONS AND EFFICIENT LEARNING

A.	THE CLASSROOM AS A BEHAVIOR SETTING—The Stimulus Nature of Pupils and Teachers—Social-Emotional Need Satisfaction—Immediate Reinforcement and Confirmation of Behaviors	R 68	C 76
B.	COMMUNICATION AND TEACHER-PUPIL INTER- ACTIONS—The Teacher's Means of Communicating— Learners' Perceiving and Acting upon Communications	R 69	C 78
C.	GENERAL TEACHER BEHAVIORS	R 71	C 79
D.	LEADERSHIP BEHAVIORS OF THE TEACHER—Authori- tarian, Democratic and Laissez-Faire Leadership— Dominative and Integrative Leadership—Leadership and Instructional Procedures—Restrictions upon Teacher Leadership	R 71	C 80
E.	THE TEACHER AS A HELPFUL PERSON.	R 74	C 83
F.	PUPIL-PUPIL INTERACTIONS—Group Cohesiveness— Pupil Leadership	R 75	C 83

CONTENTS

PART II ACHIEVING LEARNING OUTCOMES EFFICIENTLY

CHAPTER 6 COGNITIVE LEARNING OUTCOMES I: FACTS AND CONCEPTS

- A. THE NATURE OF FACTS, CONCEPTS, AND KNOWLEDGE—
Facts—Concepts R 85 C 96
- B. PERCEPTION, DISCRIMINATION, AND ABSTRACTION IN
CONCEPT LEARNING—Sensory Experiences—Discrimination
and Perception—Abstraction—Patterning of Perceptions R 86 C 97
- C. DEVELOPMENTAL TRENDS IN CONCEPTUAL LEARNING R 88 C 99
- D. PRINCIPLES FOR FACILITATING THE LEARNING OF FACTS
—Organize Factual Material into Appropriate Learning
Units
—Secure the Correct Response on the First Try
—Reinforce Correct Responses; Correct Errors Immediately
—Practice and Review Until the Facts Are Firmly Established
—Aid the Learner to Evaluate His Own Responses R 90 C 101
- E. PRINCIPLES FOR FACILITATING THE LEARNING OF CONCEPTS
—Organize Concepts into Appropriate Learning Units
—Encourage and Guide Searching Behavior
—Organize Realistic Experiences with the Concept
—Give Concise, Clear Meanings of the Concept
—Provide for Applications of the Concept
—Aid the Learner to Evaluate the Adequacy of
His Concepts R 94 C 105

CHAPTER 7 COGNITIVE LEARNING OUTCOMES II: PROBLEM-SOLVING AND CREATIVITY

- A. THE NATURE OF THINKING, PROBLEM-SOLVING,
AND CREATIVITY—Thinking—Problem-Solving—
Creativity R 107 C 117
- B. DEVELOPMENTAL TRENDS IN PROBLEM-SOLVING
AND CREATIVE ABILITIES R 112 C 122
- C. PRINCIPLES FOR IMPROVING PROBLEM-SOLVING ABILITIES
—Activate Solvable Problems in the Learning Situation
—Assist the Learner to State and Delimit the Problems
—Assist the Learner in Finding Needed Information
and Methods
—Aid the Learner in Interpreting and Analyzing

CONTENTS

- Provide Opportunities for Stating and Testing Hypotheses
- Encourage Independent Discovery and Evaluation. R113 C123
- D. PRINCIPLES FOR ENCOURAGING CREATIVITY
 - Encourage Original Expressions in Many Media
 - Foster Flexibility Rather Than Dependent Conformity
 - Allow Time for Creativity to Unfold
 - Encourage Productivity R115 C125

CHAPTER 8 PSYCHOMOTOR ABILITIES AND SKILLS

- A. THE NATURE OF PSYCHOMOTOR ABILITIES R128 C136
- B. DEVELOPMENTAL TRENDS IN PSYCHOMOTOR ABILITIES—Strength of Grip—Reaction Time—Speed—Balance—Writing Skill R129 C138
- C. CHARACTERISTICS OF SKILLED PERFORMANCE—Differentiation of Cues—Trial, Correction, and Confirmation—Rapid and Accurate Movements—Coordination of Movements and Responses R131 C140
- D. PRINCIPLES FOR IMPROVING SKILL LEARNING
 - Analyze the Skill Before Attempting to Guide the Learner
 - Demonstrate the Correct Response
 - Guide Initial Responses Verbally and, If Necessary, Physically
 - Provide for Appropriate Practice Tasks
 - Distribute Rather Than Mass the Practice
 - Provide Knowledge of Results and Correct Inadequate Responses
 - Aid the Learner to Evaluate His Responses R132 C141

CHAPTER 9 AFFECTIVE OUTCOMES I: ATTITUDES AND VALUES

- A. THE NATURE OF TASTES, ATTITUDES, AND VALUES—Affective and Informational Components of Attitudes—Individual and Group Bases of Attitudes R145 C155
- B. DEVELOPMENTAL TRENDS IN ATTITUDE LEARNING—Elementary School Years—High School Years—College Years. R148 C157
- C. PRINCIPLES FOR FACILITATING THE LEARNING OF ATTITUDES
 - Identify the Attitudes to Be Acquired
 - Clarify the Meanings of the Attitude

CONTENTS

- Extend Informative Experiences About the Attitude
 - Provide Desirable Identifying Figures for the Learners
 - Provide for Pleasant Emotional Experiences
 - Arrange Appropriate Contexts for Practice and Confirmation
 - Use Group Techniques to Facilitate Understanding and Acceptance
 - Encourage Deliberate Cultivation of Desired Attitudes. R150 C159
- D. DEALING WITH EXTREME ATTITUDES R154 C163

CHAPTER 10 AFFECTIVE OUTCOMES II: PERSONALITY INTEGRATION AND CHARACTER

- A. THE RELATIONSHIP BETWEEN PERSONALITY INTEGRATION AND CHARACTER R164 C176
- B. THE BASES OF PERSONALITY INTEGRATION—Health and Psychomotor Skills—Satisfying Emotional Life—Knowledge and Related Intellectual Skills—Adequate Means of Psychological Adjustment—Integration of Personal Needs and Social Demands—Adequate Self Concepts R166 C177
- C. PRINCIPLES FOR ENCOURAGING PERSONALITY INTEGRATION
- Express Feelings and Values
 - Develop an Emotionally Secure Environment
 - Encourage Self-Understanding and Self-Acceptance
 - Aid the Learner to Set and Attain Realistic Goals
 - Provide Practice in Rational Methods for Meeting Conflict Situations
 - Arrange Appropriate Situational Contexts for Practice and Confirmation
 - Use Group Techniques to Facilitate Understanding
 - Encourage Deliberate Cultivation of Personality Integration R173 C184

CONTENTS

PART III DESIRABLE CONDITIONS FOR EFFICIENT LEARNING

CHAPTER 11 MOTIVATION

- A. CLARIFICATION OF TERMINOLOGY—Motivation—
Motive—Need—Drive—Goal—Incentive—Interest—
Curiosity—Task R187 C197
- B. HUMAN NEEDS—A Hierarchy of Needs—Motives—
Other Needs and Self-Sustaining Activities R189 C199
- C. GOALS AND GOAL SETTING—Remote, Intermediate, and
Immediate Goals—Setting and Attaining Immediate
Goals—Factors Affecting Goal-Setting—Overcoming
the Effects of Failure R191 C201
- D. COOPERATION AND COMPETITION R193 C203
- E. THE NATURE OF INTERESTS R193 C203
- F. PRINCIPLES OF MOTIVATION
—Focus Pupil Attention Toward Desired Learning Outcomes
—Utilize Curiosity and Encourage Its Development
—Utilize Existing Interests and Develop Others
—Provide Concrete and Symbolic Incentives If Necessary
—Arrange Learning Tasks Appropriate to the Abilities
of the Learner
—Provide for Realistic Goal-Setting
—Aid the Learners in Making and Evaluating Progress
Toward Goals
—Recognize That Too High Tension Produces Disorgani-
zation and Inefficiency R194 C204

CHAPTER 12 RETENTION AND TRANSFER

- A. OUTCOMES WHICH MAY BE RETAINED AND TRANSFERRED R207 C218
- B. THE NATURE OF RETENTION AND FORGETTING—General
Explanations—Type of Material and Retention—Unique
Features of Memory and Forgetting R209 C220
- C. VIEWPOINTS ABOUT TRANSFER—Formal-Discipline
Theory—Identical-Elements Theory—Generalization
Theory—Transposition Theory—Common Elements in
the Last Three Theories—Positive and Negative Transfer R211 C222

CONTENTS

- D. PRINCIPLES FOR ENCOURAGING RETENTION
- Foster Intent to Learn Well and Remember
 - Make the Original Learning Meaningful
 - Provide for Satisfying Consequences of Original Learning
 - Distribute Practice and Review
 - Avoid Interference and Faulty Reorganization
 - Provide for Sequential Cumulative Learning R 214 C 225
- E. PRINCIPLES FOR FACILITATING TRANSFER
- Emphasize Learning Outcomes That Readily Transfer
 - Develop Meaningful Generalizations
 - Assist the Learner to Make Applications
 - Evaluate the Learner's Ability to Apply Responses to New Situations R 217 C 227

CHAPTER 13 PROVIDING FOR INDIVIDUAL DIFFERENCES

- A. DIFFERENCES IN ABILITIES AND GENERAL PROVISIONS
- Abilities Exist on a Continuum
 - Abilities Emerge and Are Improved with Nurture
 - Any Ability Any Child Possesses Should Be Identified
 - Educational Provisions Must Be Continuous
 - Adequate Facilities and Materials Are Required
 - Competent School Staff Is Needed
 - Individualization and Grouping Within the School Are Essential
 - The Common Elementary School and the Comprehensive High School Serve Uniquely American Goals R 229 C 241
- B. GIFTED AND TALENTED CHILDREN—Objectives—Identification—Enrichment Within Heterogeneous Age-Graded Classes—Acceleration—Sectioning and Special Classes—Special Schools—Team Teaching R 233 C 244
- C. SLOW-LEARNING AND MENTALLY RETARDED CHILDREN—Slow-Learning Children—Educable Mentally Retarded Children—Trainable Mentally Retarded Children R 238 C 250

CHAPTER 14 NEW SETTINGS AND CONTEXTS FOR LEARNING

- A. TELEVISION INSTRUCTION—Closed-Circuit Television in One University—Midwest Airborne Television Instruction R 252 C 262
- B. SHORTHAND INSTRUCTION WITH ELECTRONIC EQUIPMENT—Some Problems in Developing Writing

CONTENTS

Speed—Description of the Equipment—Pattern of the Taped Dictation—Using the Taped Dictation—Evaluating Student Progress.	R 255 C 265
C. FOREIGN-LANGUAGE INSTRUCTION WITH ELECTRONIC EQUIPMENT—Problems in Foreign-Language Teaching—Description of the Electronic Language Laboratory—Classroom Procedure—Evaluation of Student Progress	R 256 C 266
D. TEACHING MACHINES—Functions—Programing—Use of Machines	R 257 C 267
E. INSTRUCTIONAL TEAMS—New Teacher Roles, Norwalk, Connecticut—Instructional Secretaries	R 260 C 270

PART IV EVALUATION AND MEASUREMENT

CHAPTER 15 EVALUATION AND MEASUREMENT: STANDARDIZED TESTS

A. PURPOSES OF EVALUATING AND MEASURING —Help the Student Progress in Learning Tasks —Ascertain How Well the Student Is Learning —Understand Abilities and Other Characteristics of Students —Facilitate Self-Understanding and Self-Evaluation by the Student —Judge the Effectiveness of the Instructional and Related Programs —Assist in Making Curriculum and Administrative Judgments —Extend Knowledge About Human Abilities and Teaching-Learning Processes	R 273 C 284
B. CHARACTERISTICS OF A GOOD EVALUATION PROCEDURE—Validity—Reliability—Useability.	R 275 C 286
C. CHARACTERISTICS OF STANDARDIZED TESTS	R 278 C 289
D. COMMONLY USED STANDARDIZED AND OTHER PUBLISHED TESTS—Individual Intelligence Tests—Group Tests of General Intellectual Ability—Single Special Aptitude Tests and Multiaptitude Batteries—Single Tests and Batteries of Educational Achievement—Interest Inventories—Personality Inventories and Check Lists—Projective Tests of Personality	R 278 C 289

CONTENTS

CHAPTER 16 TEACHER-MADE TESTS AND INFORMAL EVALUATION PROCEDURES

- A. OBSERVATION AND RATING OF PERFORMANCES—
Types of Informal Observation and Rating—Rating
Scales—Check List—Anecdotal Records R 295 C 305
- B. PAPER-AND-PENCIL OBJECTIVE TESTS OF ACHIEVE-
MENT—Types of Objective Test Items—Types of
Outcomes Measured—Tests of Work Samples—
Guides for Constructing Objective Tests R 298 C 308
- C. ESSAY TESTS—Clarity of Expression—Recall and
Organization—Critical Evaluation R 301 C 311
- D. SELF-REPORTING DEVICES—Questionnaire and
Check List—Diary and Autobiography—Conference
and Interview—Sociometric Tests R 302 C 312
- E. PROJECTIVE TECHNIQUES R 304 C 314

CHAPTER 17 STATISTICAL AND RESEARCH TERMINOLOGY

- A. MEASURES OF CENTRAL TENDENCY—Mean—Median—
Mode R 315 C 325
- B. PARTITION VALUES. R 316 C 327
- C. MEASURES OF VARIABILITY OR DISPERSION—Range—
Quartile Deviation—Mean or Average Deviation—
Variance and Standard Deviation. R 317 C 327
- D. STANDARD SCORES R 318 C 329
- E. MEASURES OF RELATIONSHIP—Product-Moment
Coefficient of Correlation—Rank Coefficient of
Correlation—Other Correlation Procedures and
Prediction R 319 C 329
- F. SAMPLING PROCEDURES—Population and Sample—
Simple Random Sampling—Stratified Random Sampling—
The Normal Distribution—Scores Based on the
Normal Distribution R 321 C 332
- G. SIGNIFICANCE OF DIFFERENCES—Chi-Square Test—
Critical Ratio Test—t-Test—Analysis of Variance
and F-Test R 323 C 334
- H. FACTOR ANALYSIS R 324 C 335

Adjunct Program

RECOGNITION ITEMS

PART I ESSENTIAL COMPONENTS OF TEACHING-LEARNING SITUATIONS

CHAPTER 1 HUMAN ABILITIES AND TEACHING-LEARNING PROCESSES

A. THE NATURE OF HUMAN ABILITIES—Cognitive Abilities and Related Outcomes—Psychomotor Abilities and Related Outcomes—Affective Characteristics and Related Outcomes

1. The teacher influences the learning processes of pupils so that their capacities are utilized to acquire enduring knowledge, abilities, and affective characteristics. The actual power to perform an act is designated an [ability, artifact].

ability
2. What an individual might be able to do with further learning and maturation is his [capacity, motive].

capacity
3. Learning is the [capacity, process]

process
4. whereby relatively [enduring, unstable] change is brought about

enduring
5. in relation to a task-demand that is induced directly by [experience, knowledge].

experience
6. All learning is manifested in [action, performance] of the organism.

performance
7. Changes due to bodily injury, disease, fatigue, etc. are not considered as [learning, processes].

learning
8. The healthy newborn infant has the requisite capacity to acquire the [abilities, structures] that are common to members of the human species without formal instruction;

abilities
9. other specialized abilities, such as those involved in reading, writing, and computing, usually require formal [instruction, learning].

instruction

CHAPTER 1

10. Human abilities are classified into the cognitive and the psychomotor domain. The school is concerned with processes, contents, and outcomes of learning in the cognitive and psychomotor [areas, domains].	domains
11. Discriminating and remembering are classified as [ideas, processes] in the cognitive domain.	processes
12. Figural, symbolic, and semantic are types of [content, processes] in the cognitive domain.	content
13. Verbal meanings are classified as [figural, semantic] content in the cognitive domain.	semantic
14. Facts, concepts, and verbal skills are learned; they are [outcomes, processes] of learning in the cognitive domain.	outcomes
15. Instruction in the language arts is closely associated with outcomes in the [cognitive, psychomotor] domain.	cognitive
16. An ability is any process combined with any content. Remembering dates is a cognitive ability; that is, the cognitive process of remembering combined with a semantic [content, idea]—dates.	content
17. The process of detecting differences among objects is designated [discrimination, integration].	discrimination
18. To consider a quality apart from the other qualities with which it is actually found is to [abstract, perceive].	abstract
19. Determining the relative importance of something in terms of a standard is [evaluation, generalization].	evaluation
20. To respond to the properties of an object not present to the senses is to [imagine, remember].	imagine
21. Bringing into existence a product or method new to the individual is [creating, generalizing].	creating

RECOGNITION ITEMS

22. Problem solving requires selecting from a number of alternatives one that leads to the desired [goal, object].	goal
23. A sensation, together with a context of other experiences that give it meaning, is designated [differentiation, perception].	perception
24. Reflecting upon a problem in order to understand the relationships involved requires [doing, thinking].	thinking
25. To bring together and unify parts into a whole requires [integration, precision].	integration
26. Reaching a judgment applicable to a whole class is synonymous with [coordination, generalization].	generalization
27. To reinstate a previous experience so that it may function in present behavior is to [deliberate, remember].	remember
28. Guilford classified cognition, thinking, memory, and evaluation as intellectual [abilities, processes].	processes
29. In general usage, strength, speed, impulsion, precision, coordination, and flexibility are considered psychomotor abilities. Guilford treats them as psychomotor [factors, traits].	factors
30. Body manipulation, object manipulation, and vocal movements are classified as [cognitive, psychomotor] contents.	psychomotor
31. Skill in handwriting is an outcome of learning, primarily in the [cognitive, psychomotor] domain.	psychomotor
32. The main learning outcomes in the psychomotor domain are [activities, skills].	skills
33. A second class of learning outcomes in the psychomotor domain, closely allied with getting the neuromuscular system ready for movement, is motor [flexibility, set].	set

CHAPTER 1

34. The rate at which movements are initiated from a stationary position is designated [impulsion, precision].	impulsion
35. The extent to which a part of the body bends freely is designated [coordination, flexibility].	flexibility
36. Muscular endurance is thought to be associated with singing, speaking, and similar [cognitive, vocal] activities.	vocal
37. Skill in typing is closely associated with [affective, psychomotor] abilities.	psychomotor
38. By definition there are no affective abilities; affect refers to the emotional or the [cognitive, feeling] aspect of behavior.	feeling
39. Favorable affect toward a learning task facilitates learning; unfavorable [affect, disposition] hinders learning.	affect
40. Attitudes, interests, and motives are [contents, outcomes] of learning in the affective domain.	outcomes
B. THE PROCESSES OF LEARNING—Purposeful Learning by an Individual without Guidance—Purposeful Learning by an Individual with Guidance—Purposeful Learning in a Group Situation with Guidance—Learning through Identification and Imitation—Learning through Being Conditioned	
41. In purposeful learning by an individual without guidance the learner is [concerned, motivated] and sets a tentative goal,	motivated
42. appraises the [arrangement, situation], including means-goal relationships,	situation
43. makes [preliminary, random] trials,	preliminary
44. applies previously acquired cognitive and psychomotor [abilities, capacities] to the task,	abilities

RECOGNITION ITEMS

45. [approves, confirms] the appropriate responses,	confirms
46. [cancels, drops] the inappropriate,	drops
47. [makes, reaches] the goal, and	reaches
48. experiences feelings of [elation, success].	success
49. Not reaching a desired goal leads to [fear, frustration]	frustration
50. and is followed by trying to [amend, improve] the previous responses	improve
51. or continuing the [same, usual] responses,	same
52. or modifying the [goal, need],	goal
53. or [escaping, withdrawing].	withdrawing
54. The school has teachers to guide the learning processes of pupils. In purposeful learning by an individual with guidance, the sequence is the same as for purposeful learning without [guidance, motivation];	guidance
55. the role of the teacher is to help the learner set a [goal, task],	goal
56. to arrange the situation so that the learner has maximum opportunity to appraise the [idea, situation],	situation
57. to assist the learner with his first trials, thereby eliminating some [incorrect, necessary] ones,	incorrect
58. to help the learner improve, to identify and [apply, assign] previous learnings to the current task,	apply
59. to confirm or to [question, reinforce] the learner's correct responses,	reinforce
60. to help the learner [correct, meet] wrong responses,	correct

CHAPTER 1

61. to show enjoyment of the learner's [persistence, success] upon reaching the goal.	success
62. If the learner does not reach the goal, the teacher assists him in [fostering, improving] previous responses,	improving
63. or in modifying the [goal, need].	goal
64. In purposeful learning in a group situation with guidance, the four sequential components are: Motives, Situation, Sequence from Preliminary Trials to Goal Achievement, and Final Evaluative Aspect. The three main elements operative in each sequential component are the pupils, the [guidance, teacher], and the teaching-learning process.	teacher
65. In connection with Motives, the pupils are active and want to [learn, remember],	learn
66. but not all pupils can learn at the same [rate, tempo],	rate
67. and not all pupils set [novel, realistic] goals.	realistic
68. In connection with Motives, the teacher wants to secure efficient [adjustment, learning],	learning
69. but society places some restrictions on what should be [conditioned, learned] in school.	learned
70. In connection with Motives and the teaching-learning [factors, process], appropriate learning outcomes are decided upon,	process
71. pupil need for learning is established and [goals, rewards] are set.	goals
72. In connection with the Situation, the learners [imagine, perceive] the situation from their frame of reference;	perceive
73. the teacher perceives it from his frame of [knowledge, reference];	reference

RECOGNITION ITEMS

74. and the teacher attempts to organize the immediate and long-term [activity, situation] accordingly.	situation
75. The Sequence of Preliminary Trials to Goal Achievement is the same as for purposeful learning by an individual with guidance, except that a number of [groups, individuals] are involved.	individuals
76. In the Final Evaluative Aspect, the pupils judge their [capacities, performance] as adequate or inadequate;	performance
77. the teacher judges the results of his teaching as adequate or [failing, inadequate].	inadequate
78. Many attitudes and beliefs are acquired early in life through identification and imitation. The young child by age 18 to 24 months has already learned many behaviors through [imitating, seeing] those about him.	imitating
79. The growing child learns about himself as a self and his relationships to other people largely through [conditioning, identification] with others.	identification
80. The processes of imitation and identification lead to change in behavior without [conscious, sustained] effort by the learner.	conscious
81. Teachers may serve as desirable [identifying, unifying] figures for their pupils.	identifying
82. Much progress is being made through research on conditioning processes. The training of lower forms of animals is accomplished primarily through [conditioning, identification].	conditioning
83. Positive conditioning with rewards is usually more effective than negative conditioning with [fear, punishments].	punishments
84. The reinforcing of correct responses by the teacher may serve as a form of conditioning, or as a means of helping learners [accept, confirm] correct responses.	confirm

CHAPTER 1

85. Conditioning may occur without intention of the learner to acquire the conditioned [attitudes, responses].

responses

86. Most conditioning requires either the avoidance of punishment or the receiving of [encouragement, rewards].

rewards

C. MATURATION AND LEARNING

87. Rate of maturation is partly determined by environmental factors, partly by heredity. Each individual demonstrates the characteristics which make him a member of the human species, transmitted through [culture, heredity].

heredity

88. Increase in size or mass of the muscles, skin, glands, bones, etc., is designated [growth, learning].

growth

89. That which results not only from growth but also from integration of the various body structures is called [completion, maturation].

maturation

90. The observable behaviors which make the human species different from other species emerge in the [conceptual, maturational] process.

maturational

91. It is difficult to ascertain the relationship between maturation and [conditioning, learning] in the emergence of behaviors common to the human species, such as thinking with symbols, talking, walking, etc.

learning

92. Enforced practice of behaviors such as walking and talking prior to the time the individual is sufficiently [grown, mature] may lead to subsequent difficulties for the child.

mature

93. There appears to be a proper time in the maturation of each child when he can [learn, try] skills and other outcomes most efficiently.

learn

RECOGNITION ITEMS

94. A fine balance is necessary between providing sufficiently difficult tasks to encourage efficient [learning, maturation]	learning
95. and providing sufficiently easy tasks whereby children experience [satisfaction, success].	success
D. FACTORS AFFECTING EFFICIENCY OF TEACHING-LEARNING PROCESSES—Characteristics of Learners—Characteristics of the Teacher—Learner and Teacher Behaviors—Group Characteristics—Physical Characteristics of the Behavioral Setting—Outside Forces	
96. In most situations the characteristics of the pupils, such as mental and physical maturity, health, and self-concept, are most important in determining the efficiency of [learning, responding].	learning
97. Efficiency of learning is also dependent on the characteristics of the [school, teacher].	teacher
98. The immediate behaviors of the teacher and the pupils in the classroom are at least as important as are their personal [beliefs, characteristics] in determining efficiency of teaching-learning processes.	characteristics
99. Teacher-pupil behaviors are of three types—cognitive with the main emphasis on [knowing, verbalizing],	verbalizing
100. psychomotor with the main emphasis on [doing, stimulating], and	doing
101. affective with the main emphasis on [feeling, responding].	feeling
102. The characteristics of the classroom group are related to efficient learning. A group of individuals meeting together for the first time is simply a collection of [individuals, units].	individuals
103. A collection of individuals has no group structure and no [cohesiveness, merit].	cohesiveness

CHAPTER 1

- | | |
|---|--------------|
| 104. The teacher facilitates pupil learning of social skills and attitudes through encouraging small group [activities, devices]. | |
| | activities |
| 105. Easiest to control with adequate money are the [emotional, physical] characteristics of the behavioral setting, including space, equipment, and supplies. | |
| | physical |
| 106. Such outside forces as the home and [neighborhood, television] primarily affect learning by the pupils. | |
| | neighborhood |
| 107. Other forces outside the classroom, such as curriculum requirements, community expectations, support for the school, etc., affect the entire behavioral setting for efficient [interaction, learning]. | |
| | learning |

COMPLETION ITEMS

CHAPTER 1 HUMAN ABILITIES AND TEACHING-LEARNING PROCESSES

A. THE NATURE OF HUMAN ABILITIES—Cognitive Abilities and Related Outcomes—Psychomotor Abilities and Related Outcomes—Affective Characteristics and Related Outcomes

1. The teacher influences the learning processes of pupils so that their capacities are utilized to acquire enduring knowledge, abilities, and affective characteristics. The actual power to perform an act is designated an [].

ability

2. What an individual might be able to do with further learning and maturation is his [].

capacity

3. Learning is the [].

process

4. whereby relatively [en] change is brought about

enduring

COMPLETION ITEMS

5. in relation to a task-demand that is induced directly by [ex] .	experience
6. All learning is manifested in [] of the organism.	performance
7. Changes due to bodily injury, disease, fatigue, etc., are not considered as [] .	learning
8. The healthy newborn infant has the requisite capacity to acquire the [ab] that are common to members of the human species without formal instruction;	abilities
9. other specialized abilities, such as those involved in reading, writing, and computing, usually require formal [] .	instruction
10. Human abilities are classified into the cognitive and the psychomotor domain. The school is concerned with processes, contents, and outcomes of learning in the cognitive and psychomotor [] .	domains
11. Discriminating and remembering are classified as [] in the cognitive domain.	processes
12. Figural, symbolic, and semantic are types of [] in the cognitive domain.	content
13. Verbal meanings are classified as [] content in the cognitive domain.	semantic
14. Facts, concepts, and verbal skills are learned; they are [] of learning in the cognitive domain.	outcomes
15. Instruction in the language arts is closely associated with outcomes in the [] domain.	cognitive
16. An ability is any process combined with any content. Remembering dates is a cognitive ability; that is, the cognitive process of remembering combined with a semantic [] —dates.	content

CHAPTER 1

17. The process of detecting differences among objects is designated [].
discrimination
18. To consider a quality apart from the other qualities with which it is actually found is to [ab].
abstract
19. Determining the relative importance of something in terms of a standard is [].
evaluation
20. To respond to the properties of an object not present to the senses is to [].
imagine
21. Bringing into existence a product or method new to the individual is [].
creating
22. Problem solving requires selecting from a number of alternatives one that leads to the desired [go].
goal
23. A sensation, together with a context of other experiences that give it meaning, is designated [].
perception
24. Reflecting upon a problem in order to understand the relationships involved requires [].
thinking
25. To bring together and unify parts into a whole requires [in].
integration
26. Reaching a judgment applicable to a whole class is synonymous with [].
generalization
27. To reinstate a previous experience so that it may function in present behavior is to [].
remember
28. Guilford classified cognition, thinking, memory, and evaluation as intellectual [].
processes
29. In general usage, strength, speed, impulsion, precision, coordination, and flexibility are considered psychomotor abilities. Guilford treats them as psychomotor [fa].
factors

COMPLETION ITEMS

- | | |
|---|---|
| <p>30. Body manipulation, object manipulation, and vocal movements are classified as [] contents.</p> | <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> psychomotor |
| <p>31. Skill in handwriting is an outcome of learning, primarily in the [] domain.</p> | <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> psychomotor |
| <p>32. The main learning outcomes in the psychomotor domain are [].</p> | <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> skills |
| <p>33. A second class of learning outcomes in the psychomotor domain, closely allied with getting the neuromuscular system ready for movement, is motor [].</p> | <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> set |
| <p>34. The rate at which movements are initiated from a stationary position is designated [].</p> | <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> impulsion |
| <p>35. The extent to which a part of the body bends freely is designated [].</p> | <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> flexibility |
| <p>36. Muscular endurance is thought to be associated with singing, speaking, and similar [] activities.</p> | <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> vocal |
| <p>37. Skill in typing is closely associated with [] abilities.</p> | <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> psychomotor |
| <p>38. By definition there are no affective abilities; affect refers to the emotional or the [] aspect of behavior.</p> | <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> feeling |
| <p>39. Favorable affect toward a learning task facilitates learning; unfavorable [] hinders learning.</p> | <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> affect |
| <p>40. Attitudes, interests, and motives are [] of learning in the affective domain.</p> | <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> outcomes |

CHAPTER 1

B. THE PROCESSES OF LEARNING—Purposeful Learning by an Individual Without Guidance—Purposeful Learning by an Individual with Guidance—Purposeful Learning in a Group Situation with Guidance—Learning Through Identification and Imitation—Learning Through Being Conditioned

- | | |
|--|-------------|
| 41. In purposeful learning by an individual without guidance the learner is [] and sets a tentative goal, | motivated |
| 42. appraises the [si], including means-goal relationships, | situation |
| 43. makes [pr] trials, | preliminary |
| 44. applies previously acquired cognitive and psychomotor [ab] to the task, | abilities |
| 45. [co] the appropriate responses, | confirms |
| 46. [dr] the inappropriate, | drops |
| 47. [re] the goal, and | reaches |
| 48. experiences feelings of [su]. | success |
| 49. Not reaching a desired goal leads to [] | frustration |
| 50. and is followed by trying to [im] the previous responses | improve |
| 51. or continuing the [sa] responses, | same |
| 52. or modifying the [go], | goal |
| 53. or [wi]. | withdrawing |
| 54. The school has teachers to guide the learning processes of pupils. In purposeful learning by an individual with guidance, the sequence is the same as for purposeful learning without []; | guidance |
| 55. the role of the teacher is to help the learner set a [], | goal |

COMPLETION ITEMS

56. to arrange the situation so that the learner
has maximum opportunity to appraise the
[],
situation
57. to assist the learner with his first trials, thereby
eliminating some [] ones,
incorrect
58. to help the learner improve, to identify and
[ap] previous learnings to the
current task,
apply
59. to confirm or to [] the
learner's correct responses,
reinforce
60. to help the learner [co] wrong
responses,
correct
61. to show enjoyment of the learner's
[] upon reaching the goal.
success
62. If the learner does not reach the goal, the
teacher assists him in [im]
previous responses,
improving
63. or in modifying the [].
goal
64. In purposeful learning in a group situation with
guidance, the four sequential components are:
Motives, Situation, Sequence from Preliminary
Trials to Goal Achievement, and Final Evaluative
Aspect. The three main elements operative in
each sequential component are the pupils, the
[], and the teaching-learning
process.
teacher
65. In connection with Motives, the pupils are active
and want to [],
learn
66. but not all pupils can learn at the same
[],
rate
67. and not all pupils set [re] goals.
realistic
68. In connection with Motives, the teacher wants
to secure efficient [],
learning

CHAPTER 1

69. but society places some restrictions on what
should be [] in school.

learned
70. In connection with Motives and the teaching-
learning [], appropriate
learning outcomes are decided upon,

process
71. pupil need for learning is established and
[] are set.

goals
72. In connection with the Situation, the learners
[pe] the situation from their
frame of reference;

perceive
73. the teacher perceives it from his frame of
[];

reference
74. and the teacher attempts to organize the immediate
and long-term [] accordingly.

situation
75. The Sequence of Preliminary Trials to Goal
Achievement is the same as for purposeful learning
by an individual with guidance, except that a
number of [] are involved.

individuals
76. In the Final Evaluative Aspect, the pupils judge
their [pe] as adequate or inadequate;

performance
77. the teacher judges the results of his teaching as
adequate or [].

inadequate
78. Many attitudes and beliefs are acquired early in
life through identification and imitation. The
young child by age 18 to 24 months has already
learned many behaviors through []
those about him.

imitating
79. The growing child learns about himself as a self
and his relationships to other people largely
through [] with others.

identification
80. The processes of imitation and identification
lead to change in behavior without
[co] effort by the learner.

conscious

COMPLETION ITEMS

- | | |
|---|--------------|
| 81. Teachers may serve as desirable [] figures for their pupils. | identifying |
| 82. Much progress is being made through research on conditioning processes. The training of lower forms of animals is accomplished primarily through []. | conditioning |
| 83. Positive conditioning with rewards is usually more effective than negative conditioning with []. | punishments |
| 84. The reinforcing of correct responses by the teacher may serve as a form of conditioning, or as a means of helping learners [] correct responses. | confirm |
| 85. Conditioning may occur without intention of the learner to acquire the conditioned []. | responses |
| 86. Most conditioning requires either the avoidance of punishment or the receiving of []. | rewards |

C. MATURATION AND LEARNING

- | | |
|---|--------------|
| 87. Rate of maturation is partly determined by environmental factors, partly by heredity. Each individual demonstrates the characteristics which make him a member of the human species, transmitted through []. | heredity |
| 88. Increase in size or mass of the muscles, skin, glands, bones, etc., is designated []. | growth |
| 89. That which results not only from growth but also from integration of the various body structures is called []. | maturation |
| 90. The observable behaviors which make the human species different from other species emerge in the [] process. | maturational |

CHAPTER 1

91. It is difficult to ascertain the relationship between maturation and [] in the emergence of behaviors common to the human species, such as thinking with symbols, talking, walking, etc.
learning
92. Enforced practice of behaviors such as walking and talking prior to the time the individual is sufficiently [] may lead to subsequent difficulties for the child.
mature
93. There appears to be a proper time in the maturation of each child when he can [] skills and other outcomes most efficiently.
learn
94. A fine balance is necessary between providing sufficiently difficult tasks to encourage efficient []
learning
95. and providing sufficiently easy tasks whereby children experience [].
success
- D. FACTORS AFFECTING EFFICIENCY OF TEACHING-LEARNING PROCESSES—Characteristics of Learners—Characteristics of the Teacher—Learner and Teacher Behaviors—Group Characteristics—Physical Characteristics of the Behavioral Setting—Outside Forces
96. In most situations the characteristics of the pupils, such as mental and physical maturity, health, and self-concept, are most important in determining the efficiency of [].
learning
97. Efficiency of learning is also dependent on the characteristics of the [].
teacher
98. The immediate behaviors of the teacher and the pupils in the classroom are at least as important as are their personal [ch] in determining efficiency of teaching-learning processes.
characteristics
99. Teacher-pupil behaviors are of three types—cognitive with the main emphasis on [ve],
verbalizing

RECOGNITION ITEMS

- | | |
|--|--------------|
| 100. psychomotor with the main emphasis on
[do], and | doing |
| 101. affective with the main emphasis on
[]. | feeling |
| 102. The characteristics of the classroom group are
related to efficient learning. A group of
individuals meeting together for the first time
is simply a collection of []. | individuals |
| 103. A collection of individuals has no group structure
and no []. | cohesiveness |
| 104. The teacher facilitates pupil learning of
social skills and attitudes through encour-
aging small group [ac]. | activities |
| 105. Easiest to control with adequate money are the
[] characteristics of the
behavioral setting, including space, equipment,
and supplies. | physical |
| 106. Such outside forces as the home and
[] primarily affect learning
by the pupils. | neighborhood |
| 107. Other forces outside the classroom, such as
curriculum requirements, community expecta-
tions, support for the school, etc., affect the
entire behavioral setting for efficient
[]. | learning |

RECOGNITION ITEMS

CHAPTER 2 EDUCATIONAL OBJECTIVES AND LEARNING EFFICIENCY

A. GENERAL OBJECTIVES—Objectives of Elementary Education— Objectives of Secondary Education—Objectives of Higher Education

1. Purposeful learning by an individual requires
goal setting. Purposeful education in school
requires clear-cut [materials, objectives].

objectives

CHAPTER 2

2. Deciding educational objectives means deciding what is of worth or of [use, value].	value
3. For efficient learning in the classroom, the teacher must formulate [objectives, practices].	objectives
4. In turn, these [objectives, values] must be incorporated into goals of the learners.	objectives
5. Generalized statements of broad objectives for an entire school system or state are usually formulated by committees rather than by single [groups, individuals].	individuals
6. The federal government does not have authority to set objectives of education for state or [local, regional] school systems.	local
7. The Mid-Century Committee on Outcomes in Elementary Education organized the objectives of elementary education in a three-dimensional framework: growth scale, broad curriculum areas, and types of expected [behavioral, intellectual] change.	behavioral
8. The Committee did not specify that the objectives had to be achieved in connection with specific [ideas, subjects].	subjects
9. The nine broad curriculum areas proposed by the Committee are: physical development, [health, safety], body care;	health
10. individual social and [emotional, family] development;	emotional
11. ethical behavior, standards, and [motives, values];	values
12. social [acceptance, relations];	relations
13. the social [system, world];	world
14. the physical [activity, world];	world
15. [artistic, esthetic] development; communication;	esthetic

RECOGNITION ITEMS

16. and quantitative [numbers, relationships].
relationships
17. The four areas of expected behavioral change
are knowledge and [application, understanding],
understanding
18. skill and [competence, understanding],
competence
19. attitude and [belief, interest],
interest
20. and action [habits, pattern].
pattern
21. Knowledge and understanding refer to things that
are memorized or understood so well that they
can be easily [recalled, recognized].
recalled
22. Both physical and intellectual abilities are
included under skill and competence; the basic
needs and drives of human beings are considered
under [aspiration, attitude] and interest.
attitude
23. Action patterns refer to broad generalized ways
of [behaving, thinking].
behaving
24. In connection with objectives of secondary edu-
cation, the Committee of Ten in 1892 proposed
that college admission requirements be the same
as the requirements for high school [admission,
graduation].
graduation
25. The Commission on the Reorganization of Secondary
Education in 1918 published the Cardinal Principles
of Secondary Education. These were stated as
health, the fundamental [bases, processes],
processes
26. home life, [academic, vocational] preparation,
vocational
27. citizenship, wise use of leisure time, and
[character, civic] development.
character
28. The Cardinal Principles resulted in increasing
attention to preparing students for [college, jobs].
jobs
29. The Educational Policies Commission in 1938
stated general objectives under four headings:
self-realization, human [attitudes, relationships],
relationships

S.C.E.R.T., West Bengal

Date 8. 3. 63

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CHAPTER 2

30. [academic, economic] efficiency,	economic
31. and [civic, patriotic] responsibility.	civic
32. French and his associates in 1957 stated the above objectives as [behaviors, skills] of the students.	behaviors
33. One purpose in stating the objectives as student behaviors was to emphasize that high school education should lead not only to increased knowledge but also to [desirable, sharp] changes in student behaviors.	desirable
34. Conant in 1959 stated that the three objectives of a comprehensive high school are to provide a [general, special] education for all future citizens,	general
35. to provide for those who wish to use their acquired skills immediately on graduation a good [compulsory, elective] program,	elective
36. and to provide satisfactory programs for those whose vocations will depend on subsequent education in [college, technical school].	college
37. Conant judged the present American system of mass secondary education to be superior to the [colonial, European] system.	European
38. Though Conant strongly recommended for the academically talented students a large amount of [mathematics, music]	mathematics
39. and a large amount of [art, foreign language],	foreign language
40. he also proposed that specific programs should be developed for each [exceptional, individual] student.	individual
41. Recent statements of objectives suggest that high school should be conducted so as to be of value for every pupil of school age, except perhaps the [mentally retarded, slow learners],	mentally retarded

RECOGNITION ITEMS

42. some children with serious [emotional, scholastic] disturbances,	emotional
43. and some highly [antisocial, asocial] students.	antisocial
44. In comparison with those of elementary or secondary education, the [interests, objectives] of higher education are more dependent upon the characteristics of the specific institution.	objectives
45. Three main objectives of teacher education accepted at the Conference of the National Commission on Teacher Education and Professional Standards in 1959 included an excellent program of [liberal, specific] education,	liberal
46. a program to help each teacher become a well-trained [generalist, specialist] in at least one broad area of subject matter,	specialist
47. and an excellent program of [professional, vocational] education.	professional
48. Increasingly the idea is being accepted that at least [three, five] years of higher education is necessary to prepare a teacher.	five
 B. AN ATTEMPT AT A TAXONOMY	
49. A taxonomy is the classification of data and other phenomena according to their [natural, subject] relationship.	natural
50. Bloom and his associates classified all educational objectives in three domains: cognitive, affective, and [motor, psychomotor].	psychomotor
51. The cognitive domain includes the [experiences, objectives] which deal with the recall of knowledge,	objectives
52. and with the development of [general, intellectual] abilities and skills.	intellectual

CHAPTER 2

53. Outcomes indicated by such words as interests, attitudes, values, and appreciations are included in the [affective, emotional] domain.	affective
54. The psychomotor domain includes motor [concepts, skills].	skills
55. Knowledge is defined narrowly to include only the [recall, understanding] of what has been learned.	recall
56. Five intellectual abilities and skills were outlined in the cognitive domain — comprehension, application, analysis, synthesis, and evaluation. The lowest level of understanding information is called [comprehension, perception];	comprehension
57. the use of abstractions in concrete situations is referred to as [application, transfer];	application
58. the breakdown of a communication into the constituent elements or parts is referred to as [analysis, discrimination].	analysis
59. The putting together of elements and parts so as to form a whole is designated [convergence, synthesis].	synthesis
60. Judging the value of materials and methods for given purposes is designated [evaluation, generalization].	evaluation
C. MORE IMMEDIATE TEACHING-LEARNING GOALS	
61. General objectives are helpful in deciding the main emphasis of [instruction, teaching] in a school system.	instruction
62. General objectives are not sufficiently explicit to provide for adequate selection and direction of the immediate, daily learning [activities, opportunities] in the classroom.	activities
63. One of the most important tasks of the teacher is to decide objectives and to state them in terms of student [behaviors, reactions].	behaviors

COMPLETION ITEMS

- | | |
|---|-------------|
| 64. The objective "Understands rules of syllabication" is classified in the [cognitive, psychomotor] domain. | cognitive |
| 65. The objective "Wants to use time efficiently" is classified in the [affective, psychomotor] domain. | affective |
| 66. The objective "Improves in using the shiftlock of the typewriter" is classified in the [cognitive, psychomotor] domain. | psychomotor |
| 67. The three objectives immediately preceding are stated in terms of [student, teacher] behaviors. | student |

COMPLETION ITEMS

CHAPTER 2 EDUCATIONAL OBJECTIVES AND LEARNING EFFICIENCY

A. GENERAL OBJECTIVES—Objectives of Elementary Education— Objectives of Secondary Education—Objectives of Higher Education

- | | |
|--|-------------|
| 1. Purposeful learning by an individual requires goal setting. Purposeful education in school requires clear-cut []. | objectives |
| 2. Deciding educational objectives means deciding what is of worth or of []. | value |
| 3. For efficient learning in the classroom, the teacher must formulate []. | objectives |
| 4. In turn, these [] must be incorporated into goals of the learners. | objectives |
| 5. Generalized statements of broad objectives for an entire school system or state are usually formulated by committees rather than by single []. | individuals |
| 6. The federal government does not have authority to set objectives of education for state or [] school systems. | local |

CHAPTER 2

7. The Mid-Century Committee on Outcomes in Elementary Education organized the objectives of elementary education in a three-dimensional framework: growth scale, broad curriculum areas, and types of expected [] change.	behavioral
8. The Committee did not specify that the objectives had to be achieved in connection with specific [su] .	subjects
9. The nine broad curriculum areas proposed by the Committee are: physical development, [] , body care;	health
10. individual social and [em] development;	emotional
11. ethical behavior, standards, and [va] ;	values
12. social [re] ;	relations
13. the social [wo] ;	world
14. the physical [] ;	world
15. [es] development; communication;	esthetic
16. and quantitative [re] .	relationships
17. The four areas of expected behavioral change are knowledge and [] ,	understanding
18. skill and [co] ,	competence
19. attitude and [in] ,	interest
20. and action [pa] .	pattern
21. Knowledge and understanding refer to things that are memorized or understood so well that they can be easily [] .	recalled
22. Both physical and intellectual abilities are included under skill and competence; the basic needs and drives of human beings are considered under [] and interest.	attitude

COMPLETION ITEMS

- | | |
|--|---------------|
| 23. Action patterns refer to broad generalized ways of []. | behaving |
| 24. In connection with objectives of secondary education, the Committee of Ten in 1892 proposed that college admission requirements be the same as the requirements for high school []. | graduation |
| 25. The Commission on the Reorganization of Secondary Education in 1918 published the Cardinal Principles of Secondary Education. These were stated as health, the fundamental [pr], | processes |
| 26. home life, [] preparation, | vocational |
| 27. citizenship, wise use of leisure time, and [] development. | character |
| 28. The Cardinal Principles resulted in increasing attention to preparing students for []. | jobs |
| 29. The Educational Policies Commission in 1938 stated general objectives under four headings: self-realization, human [re], | relationships |
| 30. [ec] efficiency, | economic |
| 31. and [] responsibility. | civic |
| 32. French and his associates in 1957 stated the above objectives as [be] of the students. | behaviors |
| 33. One purpose in stating the objectives as student behaviors was to emphasize that high school education should lead not only to increased knowledge but also to [de] changes in student behaviors. | desirable |
| 34. Conant in 1959 stated that the three objectives of a comprehensive high school are to provide a [] education for all future citizens, | general |
| 35. to provide for those who wish to use their acquired skills immediately on graduation a good [el] program, | elective |

CHAPTER 2

36. and to provide satisfactory programs for those whose vocations will depend on subsequent education in [].
- college
37. Conant judged the present American system of mass secondary education to be superior to the [] system.
- European
38. Though Conant strongly recommended for the academically talented students a large amount of [ma],
- mathematics
39. and a large amount of [],
- foreign language
40. he also proposed that specific programs should be developed for each [in] student.
- individual
41. Recent statements of objectives suggest that high school should be conducted so as to be of value for every pupil of school age, except perhaps the [me],
- mentally retarded
42. some children with serious [] disturbances,
- emotional
43. and some highly [] students.
- antisocial
44. In comparison with those of elementary or secondary education, the [] of higher education are more dependent upon the characteristics of the specific institution.
- objectives
45. Three main objectives of teacher education accepted at the Conference of the National Commission on Teacher Education and Professional Standards in 1959 included an excellent program of [li] education,
- liberal
46. a program to help each teacher become a well-trained [sp] in at least one broad area of subject matter,
- specialist
47. and an excellent program of [] education.
- professional

COMPLETION ITEMS

48. Increasingly the idea is being accepted that at least
[] years of higher education is
necessary to prepare a teacher.

five

B. AN ATTEMPT AT A TAXONOMY

49. A taxonomy is a classification of data
and other phenomena according to their
[] relationship.

natural

50. Bloom and his associates classified all edu-
cational objectives in three domains: cognitive,
affective, and [].

psychomotor

51. The cognitive domain includes the
[] which deal with the
recall of knowledge,

objectives

52. and with the development of
[in] abilities and skills.

intellectual

53. Outcomes indicated by such words as interests,
attitudes, values, and appreciations are included
in the [] domain.

affective

54. The psychomotor domain includes motor
[].

skills

55. Knowledge is defined narrowly to include only
the [re] of what has been learned.

recall

56. Five intellectual abilities and skills were out-
lined in the cognitive domain — comprehension,
application, analysis, synthesis, and evaluation.
The lowest level of understanding information is
called [];

comprehension

57. the use of abstractions in concrete situations is
referred to as [];

application

58. the breakdown of a communication into the
constituent elements or parts is referred to as
[].

analysis

CHAPTER 2

59. The putting together of elements and parts so as to form a whole is designated [].

synthesis

60. Judging the value of materials and methods for given purposes is designated [].

evaluation

C. MORE IMMEDIATE TEACHING-LEARNING GOALS

61. General objectives are helpful in deciding the main emphasis of [] in a school system.

instruction

62. General objectives are not sufficiently explicit to provide for adequate selection and direction of the immediate, daily learning [] in the classroom.

activities

63. One of the most important tasks of the teacher is to decide objectives and to state them in terms of student [].

behaviors

64. The objective "Understands rules of syllabication" is classified in the [] domain.

cognitive

65. The objective "Wants to use time efficiently" is classified in the [] domain.

affective

66. The objective "Improves in using the shiftlock of the typewriter" is classified in the [] domain.

psychomotor

67. The three objectives immediately preceding are stated in terms of [] behaviors.

student

RECOGNITION ITEMS

CHAPTER 3 PUPIL CHARACTERISTICS AND EFFICIENCY OF LEARNING

A. COGNITIVE ABILITIES AND INTELLECTUAL PROCESSES

1. The measurement of IQ, or general intellectual ability, has been closely related to school situations. The Revised Stanford-Binet Scales are used to ascertain [achievement, IQ].

IQ
2. The Revised Stanford-Binet Scales are intended to measure primarily [affective, cognitive] abilities.

cognitive
3. IQ correlates higher with [academic, artistic] than with psychomotor achievements.

academic
4. The percentage of persons with IQ's of 85-114 on the Stanford-Binet is about [20, 68].

68
5. Though the situation may since have changed because of improved communications, Terman and Merrill in 1937 found a slightly lower mean IQ in [rural, urban] areas.

rural
6. The difference between the highest and lowest IQ in a group of scores is called the [median, range].

range
7. Terman and Merrill found no difference in the [range, variation] in IQ between rural and urban areas.

range
8. Though the mean IQ varies according to occupation, children of low to high IQ are born to parents in all [occupations, professions].

occupations
9. Because children of lowest IQ do not attend school, the range of differences is narrower in school [achievements, activities], such as reading, than in IQ.

achievements
10. Spitzer showed that the higher the grade level the greater is the range among pupils in arithmetic and reading [achievement, success].

achievement

CHAPTER 3

11. Feldhusen and Klausmeier, studying children of low, average, and high IQ, reported a very wide [limit, range] in their counting performance.

range

B. PSYCHOMOTOR ABILITIES AND PHYSICAL CHARACTERISTICS

12. Drawing, handwriting, and similar skills require the use of [mental, psychomotor] factors combined with the manipulation of objects.

psychomotor

13. Speaking, singing, and other [performance, vocal] activities also involve psychomotor abilities.

vocal

14. The ratio of the highest to the lowest performer in running speed and in strength of grip among pupils of the same age, as shown by Hunsiker and by Klausmeier, is about [3, 30] to 1.

3

15. With increasing age and excellent instruction in school, the ratio of highest to lowest performance and achievement [decreases, increases].

increases

16. Teachers should ascertain the pupil's present psychomotor abilities and physical characteristics and attempt to take him at his pace to higher levels of [fulfillment, performance].

performance

C. AFFECTIVE CHARACTERISTICS—Interests—Attitudes and Values— Personality Integration

17. At present children demonstrate interest in space ships as they did thirty years ago in airplanes. But always they have demonstrated [interest, aptitude] in some aspect of the immediate environment.

interest

18. Children's educational achievements, intelligence, and psychomotor abilities have been studied more intensively than have their [interests, skills].

interests

19. At successively higher school levels, primary through high school, Jersild and Tasch reported the students to demonstrate [higher, lower] interest in mathematics.

lower

RECOGNITION ITEMS

20. Jersild and Tasch found most 1st-graders to be interested in school; as they moved up through the grades, they became [less, more] interested in school and scholarliness.	less
21. Attitudes and values, like interests, are less dependent upon hereditary than upon [environmental, home] factors.	environmental
22. From childhood to early adulthood, attitudes and values become more [stable, temporary].	stable
23. In the Character Education Inquiry by Hartshorne and May the pupils were confronted with [real, vicarious] temptation situations.	real
24. They had to choose between behaving honestly and [dishonestly, tactfully].	dishonestly
25. The ratio of cheating was found to be distributed in the child population much as [IQ, sex] is distributed.	IQ
26. According to Johnson and Legg, a principal reason for dropouts from high school before graduation is dissatisfaction with a variety of conditions in the [home, school] situation.	school
27. The causes for leaving high school do not reside solely within the student but in the total [school, teaching] situation.	school
28. High school students who receive failing grades in required subjects must repeat the [courses, failures] or leave school.	courses
29. Not all children and adults demonstrate personality integration and good emotional health. Some are emotionally [disturbed, flexible].	disturbed
30. Klausmeier, Feldhusen, and Check found about 5% of the children of 5th-grade age in Wisconsin schools to be [emotionally, extremely] disturbed.	emotionally

CHAPTER 3

- | | |
|---|---|
| <p>31. Clancy and Smitter reported that as children encountered more problems, kindergarten to the first grade, the incidence of emotional [adjustment, disturbance] increased;</p> | <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> disturbance |
| <p>32. the percentage of emotionally disturbed children showed a rise again at the [second, eighth] grade;</p> | <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> eighth |
| <p>33. also, a higher incidence of emotionally disturbed children, in comparison with normal children, came from [broken, demoralized] homes.</p> | <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> broken |
| <p>34. Severe unresolved emotional problems and related [character, personality] disorganization retard efficient learning of subject matter.</p> | <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> personality |
| <p>35. More research is needed to determine the extent to which personality disorders result from biological rather than from [environmental, hereditary] factors.</p> | <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> environmental |

D. RELATIONSHIPS AMONG INTELLIGENCE, PSYCHOMOTOR ABILITIES, AND AFFECTIVE CHARACTERISTICS

- | | |
|--|--|
| <p>36. Different from early conceptions about the unchanging IQ, Sontag and his associates found it to be quite [unpredictable, variable] from one year to the next.</p> | <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> variable |
| <p>37. The median IQ change throughout Sontag's study was [18, 50] IQ points.</p> | <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> 18 |
| <p>38. A high need for achievement, competitive striving, and curiosity was characteristic of the children whose [IQ, MA] went up.</p> | <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> IQ |
| <p>39. There is no consistent relationship between two variables when a correlation is [.00, 1.00].</p> | <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> .00 |
| <p>40. Sontag found no relationship between the rate of physical growth and the rate of mental growth; the correlation was about [.00, .60].</p> | <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> .00 |
| <p>41. Klausmeier and others found height, weight, carpal age, and dental age to correlate significantly with one another but not with IQ and educational [achievements, quotients];</p> | <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> achievements |

COMPLETION ITEMS

- | | |
|---|--------------|
| 42. also, contrary to Olson and Hughes, low IQ children of elementary school age did not differ from high IQ children in weight, dental age, and carpal [age, movements]. | age |
| 43. At pubescence marked changes often occur in attitudes and values, suggesting a positive correlation between level of maturation and [affective, intellectual] characteristics of students. | affective |
| 44. The range in chronological age at which normally developing boys and girls reach puberty is about [seven, three] years. | seven |
| 45. Stone and Barker reported postmenarcheal girls, in comparison with premenarcheal, to have greater [asexual, heterosexual] interests. | heterosexual |
| 46. According to Jones and Bayley, early maturing boys in the age group of 13-15 were more interested in a variety of social matters than were [average, late] maturing boys. | late |
| 47. The previous studies relating physical maturation and affective development indicate that a change in the relationship occurs during early [adolescence, childhood]. | adolescence |
| 48. Correlations between IQ and educational achievements as measured by standardized tests are [higher, lower] than correlations between IQ and teacher marks or grades. | higher |
| 49. The correlation between IQ and teacher grades in mathematics is about .40, and between standardized test scores in mathematics and teacher grades in mathematics it is about .65. To identify future high achievers in mathematics one should use the results of a(n) [IQ, mathematics] test. | mathematics |
| 50. Anderson and others reported that IQ alone was not completely satisfactory for identifying high [achievers, aspirants] among high school seniors in English, mathematics, and science. | achievers |

CHAPTER 3

51. A combination of achievement testing in English and teacher judgment is useful in identifying the high [achievers, scorers] in English.

achievers

E. AGE

52. The differences among children of the same chronological age are sufficiently large that some persons oppose assigning children to grades in school on the basis of [CA, MA].

CA

53. Havighurst introduced the concept of developmental tasks. A developmental task is a task which arises at or about a certain period in the [career, life] of an individual,

life

54. successful achievement of which leads to his happiness and [experience, success] with later tasks,

success

55. while failure leads to unhappiness in the [individual, society],

individual

56. disapproval by the society, and difficulty with later [ideas, tasks].

tasks

57. Havighurst, Schoeppe, and Haggard reported that emotional and social adjustment are related to efficient learning of the usual school [problems, subjects].

subjects

58. If boys and girls do not achieve most of the tasks required of adolescence, they are likely to experience difficulties in [adulthood, college].

adulthood

F. SEX

59. Differences between the sexes result in part from biological and in part from [cultural, other] factors.

cultural

60. Differentiation of the sex role is not important in infancy, but in childhood there is greater pressure toward nurturance, obedience, and responsibility in [boys, girls],

girls

RECOGNITION ITEMS

61. and toward self-reliance and achievement striving in [boys, girls].	boys
62. Terman and Tyler report many sex differences. From early infancy to adolescence, differences between the [children, sexes] in interests become greater.	sexes
63. There is little difference between boys and girls in height and weight up to about age 10 because of the more rapid rate of maturation in [boys, girls].	girls
64. On both IQ and achievement tests girls typically score higher on verbal items, boys on [quantitative, semantic] items.	quantitative
65. IQ tests are constructed in such a manner as to eliminate the [hereditary, sex] difference in arriving at the total IQ score.	sex
66. Klausmeier and others showed the range of achievements among members of the same sex to be of far more educational significance than is the small mean [amount, difference] between the sexes.	difference
67. Miles reported that masculinity increased in males until age 16 but [decreased, subsided] thereafter;	decreased
68. femininity in females rose till about age 20, but, different from males, increased [gradually, rapidly] thereafter.	gradually
69. Boys and girls should probably remain together for all instruction, including vocal music and physical education, at least through the [fourth, tenth] grade.	fourth
70. At the time of menarche, it is probably wise to have boys and girls [separated, together] for strenuous physical activities.	separated
G. HOME BACKGROUND AND SOCIAL CLASS	
71. The influence of the home is important in children's learning in school. Democratic homes supposedly produce [less, more] efficient learning.	more

CHAPTER 3

72. The characteristics of political democracy are not completely agreed upon, nor are the characteristics of [democratic, full] family living.
democratic
73. Clancy and Smitter found, not only some emotionally disturbed, but also some normal children coming from [broken, low-income] homes.
broken
74. Slightly higher reading achievement was reported by Sheldon and Cutts for children coming from democratic homes wherein the parents agreed on the methods of [child, financial] control.
child
75. However, Drews and Teahan found the more restrictive, less permissive home environment to be associated with [higher, lower] school achievement.
higher
76. In 1941, Warner and Lunt studied social-class structure and arranged the inhabitants of a community into six social classes. An important variable in school learning which stems from this study is the social [class, relations] of the family.
class
77. According to Havighurst and his associates, differences in school achievements according to social class are present at age 10; the [classes, differences] become greater with increasing age.
differences
78. Davie reported that the higher the [family, social] class, the more favorable were the attitudes toward higher education.
social
79. Bronfenbrenner stated that American mothers of all social classes have become more [flexible, rigid] in recent years with respect to infant feeding and weaning;
flexible
80. also, parent-child relationships in the middle class are consistently more acceptant and equalitarian, while those in the working class are oriented toward maintaining order and [democracy, obedience].
obedience

RECOGNITION ITEMS

- | | |
|--|-----------------|
| 81. Most generalizations about social class and education are derived from research conducted prior to World War II, but the buying power and aspirations of blue collar workers in relation to those in white collar occupations have [risen, stabilized] since then. | risen |
| H. READINESS FOR LEARNING AND LIMITS OF LEARNING | |
| 82. Readiness of an individual to engage successfully in a specific learning task, such as beginning reading, is dependent on a number of factors: intelligence and related cognitive [abilities, knowledge], | abilities |
| 83. psychomotor abilities and related physical [characteristics, status], | characteristics |
| 84. [affective, individual] characteristics, including attitudes and motivation, | affective |
| 85. and previous [achievements, desires] related to the specific task. | achievements |
| 86. Considerable advances have been made to help the teacher assess the pupil's total [knowledge, readiness] for specific classroom tasks. | readiness |
| 87. However, the learning tasks set forth in many graded textbooks and curriculum guides do not take into account differences among pupils in [desire, readiness] to learn. | readiness |
| 88. When each of three school systems introduces the change from manuscript to cursive handwriting at a different grade level, readiness to [adjust, learn] is not put into practice by all three systems. | learn |
| 89. Though Russell clarified the large difference among pupils in readiness to learn spelling, some schools give all the children in each grade the same list of [sentences, words] to learn. | words |
| 90. The physiological limits of learning and performance are not presently established in either the cognitive or the [personality, psychomotor] domain. | psychomotor |

CHAPTER 3

91. Too frequently teachers have been satisfied when a pupil learns as much as others at his [age, grade] level.	grade
92. In rare instances has any one tried to ascertain the upper limit of [knowledge, learning] for individuals or groups of students.	learning
93. Achieving as well as one can with a reasonable expenditure of time and effort [improves, retards] mental health.	improves
94. It is possible to set learning tasks so difficult or meaningless that pupils, compelled by law to go to school, do not learn well and become emotionally [disturbed, flaccid].	disturbed
95. A principal task of the teacher is to ascertain the limit of performance for each child that is commensurate with good [intellectual, personality] integration.	personality

COMPLETION ITEMS

CHAPTER 3 PUPIL CHARACTERISTICS AND EFFICIENCY OF LEARNING

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1. The measurement of IQ, or general intellectual ability, has been closely related to school situations. The Revised Stanford-Binet Scales are used to ascertain [].	IQ
2. The Revised Stanford-Binet Scales are intended to measure primarily [] abilities.	cognitive
3. IQ correlates higher with [] than with psychomotor achievements.	academic
4. The percentage of persons with IQ's of 85-114 on the Stanford-Binet is about [].	68

COMPLETION ITEMS

5. Though the situation may since have changed because of improved communications, Terman and Merrill in 1937 found a slightly lower mean IQ in [] areas.
rural
 6. The difference between the highest and lowest IQ in a group of scores is called the [].
range
 7. Terman and Merrill found no difference in the [] in IQ between rural and urban areas.
range
 8. Though the mean IQ varies according to occupation, children of low to high IQ are born to parents in all [].
occupations
 9. Because children of lowest IQ do not attend school, the range of differences is narrower in school [], such as reading, than in IQ.
achievements
 10. Spitzer showed that the higher the grade level the greater is the range among pupils in arithmetic and reading [].
achievement
 11. Feldhusen and Klausmeier, studying children of low, average, and high IQ, reported a very wide [] in their counting performance.
range
- B. PSYCHOMOTOR ABILITIES AND PHYSICAL CHARACTERISTICS
12. Drawing, handwriting, and similar skills require the use of [] factors combined with the manipulation of objects.
psychomotor
 13. Speaking, singing, and other [vo] activities also involve psychomotor abilities.
vocal
 14. The ratio of the highest to the lowest performer in running speed and in strength of grip among pupils of the same age, as shown by Hunsiker and by Klausmeier, is about [] to 1.
3
 15. With increasing age and excellent instruction in school, the ratio of highest to lowest performance and achievement [].
increases

16. Teachers should ascertain the pupil's present psychomotor abilities and physical characteristics and attempt to take him at his pace to higher levels of [pe].

performance

C. AFFECTIVE CHARACTERISTICS—Interests—Attitudes and Values—
Personality Integration

17. At present children demonstrate interest in space ships as they did thirty years ago in airplanes. But always they have demonstrated [] in some aspect of the immediate environment.

interest

18. Children's educational achievements, intelligence, and psychomotor abilities have been studied more intensively than have their [].

interests

19. At successively higher school levels, primary through high school, Jersild and Tasch reported the students to demonstrate [] interest in mathematics.

lower

20. Jersild and Tasch found most 1st-graders to be interested in school; as they moved up through the grades, they became [] interested in school and scholarliness.

less

21. Attitudes and values, like interests, are less dependent upon hereditary than upon [] factors.

environmental

22. From childhood to early adulthood, attitudes
and values become more [].

stable

23. In the Character Education Inquiry by Hartshorne and May the pupils were confronted with [re] temptation situations.

real

24. They had to choose between behaving honestly and [].

dishonestly

25. The ratio of cheating was found to be distributed in the child population much as [] is distributed.

IQ

COMPLETION ITEMS

- | | |
|---|---------------|
| 26. According to Johnson and Legg, a principal reason for dropouts from high school before graduation is dissatisfaction with a variety of conditions in the [] situation. | school |
| 27. The causes for leaving high school do not reside solely within the student but in the total [] situation. | school |
| 28. High school students who receive failing grades in required subjects must repeat the [] or leave school. | courses |
| 29. Not all children and adults demonstrate personality integration and good emotional health. Some are emotionally []. | disturbed |
| 30. Klausmeier, Feldhusen, and Check found about 5% of the children of 5th-grade age in Wisconsin schools to be [em] disturbed. | emotionally |
| 31. Clancy and Smitter reported that as children encountered more problems, kindergarten to the first grade, the incidence of emotional [] increased; | disturbance |
| 32. the percentage of emotionally disturbed children showed a rise again at the [] grade; | eighth |
| 33. also, a higher incidence of emotionally disturbed children, in comparison with normal children, came from [] homes. | broken |
| 34. Severe unresolved emotional problems and related [pe] disorganization retard efficient learning of subject matter. | personality |
| 35. More research is needed to determine the extent to which personality disorders result from biological rather than from [] factors. | environmental |
| D. RELATIONSHIPS AMONG INTELLIGENCE, PSYCHOMOTOR ABILITIES, AND AFFECTIVE CHARACTERISTICS | |
| 36. Different from early conceptions about the unchanging IQ, Sontag and his associates found it to be quite [va] from one year to the next. | variable |

CHAPTER 3

37. The median IQ change throughout Sontag's study was [] IQ points.
18
38. A high need for achievement, competitive striving, and curiosity was characteristic of the children whose [] went up.
IQ
39. There is no consistent relationship between two variables when the correlation is [].
.00
40. Sontag found no relationship between the rate of physical growth and the rate of mental growth; the correlation was about [].
.00
41. Klausmeier and others found height, weight, carpal age, and dental age to correlate significantly with one another but not with IQ and educational [];
achievements
42. also, contrary to Olson and Hughes, low IQ children of elementary school age did not differ from high IQ children in weight, dental age, and carpal [].
age
43. At pubescence marked changes often occur in attitudes and values, suggesting a positive correlation between level of maturation and [af] characteristics of students.
affective
44. The range in chronological age at which normally developing boys and girls reach puberty is about [] years.
seven
45. Stone and Barker reported postmenarcheal girls, in comparison with premenarcheal, to have greater [he] interests.
heterosexual
46. According to Jones and Bayley, early maturing boys in the age group of 13-15 were more interested in a variety of social matters than were [] maturing boys.
late
47. The previous studies relating physical maturation and affective development indicate that a change in the relationship occurs during early [].
adolescence

COMPLETION ITEMS

48. Correlations between IQ and educational achievements as measured by standardized tests are [] than correlations between IQ and teacher marks or grades.
higher
-
49. The correlation between IQ and teacher grades in mathematics is about .40, and between standardized test scores in mathematics and teacher grades in mathematics it is about .65. To identify future high achievers in mathematics one should use the results of a(n) [] test.
mathematics
-
50. Anderson and others reported that IQ alone was not completely satisfactory for identifying high [] among high school seniors in English, mathematics, and science.
achievers
-
51. A combination of achievement testing in English and teacher judgment is useful in identifying the high [] in English.
achievers
-
- E. AGE
52. The differences among children of the same chronological age are sufficiently large that some persons oppose assigning children to grades in school on the basis of [].
CA
-
53. Havighurst introduced the concept of developmental tasks. A developmental task is a task which arises at or about a certain period in the [] of an individual,
life
-
54. successful achievement of which leads to his happiness and [] with later tasks,
success
-
55. while failure leads to unhappiness in the [in],
individual
-
56. disapproval by the society, and difficulty with later [].
tasks
-

CHAPTER 3

57. Havighurst, Schoeppe, and Haggard reported that emotional and social adjustment are related to efficient learning of the usual school [su].

subjects

58. If boys and girls do not achieve most of the tasks required of adolescence, they are likely to experience difficulties in [ad].

adulthood

F. SEX

59. Differences between the sexes result in part from biological and in part from [cu] factors.

cultural

60. Differentiation of the sex role is not important in infancy, but in childhood there is greater pressure toward nurturance, obedience, and responsibility in [].

girls

61. and toward self-reliance and achievement striving in [].

boys

62. Terman and Tyler report many sex differences. From early infancy to adolescence, differences between the [] in interests become greater.

sexes

63. There is little difference between boys and girls in height and weight up to about age 10 because of the more rapid rate of maturation in [].

girls

64. On both IQ and achievement tests girls typically score higher on verbal items, boys on [] items.

quantitative

65. IQ tests are constructed in such a manner as to eliminate the [] difference in arriving at the total IQ score.

sex

66. Klausmeier and others showed the range of achievements among members of the same sex to be of far more educational significance than is the small mean [] between the sexes.

difference

COMPLETION ITEMS

67. Miles reported that masculinity increased in males until age 16 but [] thereafter;
decreased
68. femininity in females rose till about age 20, but, different from males, increased [] thereafter.
gradually
69. Boys and girls should probably remain together for all instruction, including vocal music and physical education, at least through the [] grade.
fourth
70. At the time of menarche, it is probably wise to have boys and girls [] for strenuous physical activities.
separated
- G. HOME BACKGROUND AND SOCIAL CLASS
71. The influence of the home is important in children's learning in school. Democratic homes supposedly produce [] efficient learning.
more
72. The characteristics of political democracy are not completely agreed upon, nor are the characteristics of [] family living.
democratic
73. Clancy and Smitter found, not only some emotionally disturbed, but also some normal children coming from [] homes.
broken
74. Slightly higher reading achievement was reported by Sheldon and Cutts for children coming from democratic homes wherein the parents agreed on the methods of [] control.
child
75. However, Drews and Teahan found the more restrictive, less permissive home environment to be associated with [] school achievement.
higher
76. In 1941, Warner and Lunt studied social-class structure and arranged the inhabitants of a community into six social classes. An important variable in school learning which stems from this study is the social [] of the family.
class

CHAPTER 3

77. According to Havighurst and his associates, differences in school achievements according to social class are present at age 10; the [] become greater with increasing age.
 _____ differences
78. Davie reported that the higher the [] class, the more favorable were the attitudes toward higher education.
 _____ social
79. Bronfenbrenner stated that American mothers of all social classes have become more [] in recent years with respect to infant feeding and weaning;
 _____ flexible
80. also, parent-child relationships in the middle class are consistently more acceptant and equalitarian, while those in the working class are oriented toward maintaining order and [].
 _____ obedience
81. Most generalizations about social class and education are derived from research conducted prior to World War II, but the buying power and aspirations of blue collar workers in relation to those in white collar occupations have [] since then.
 _____ risen
- H. READINESS FOR LEARNING AND LIMITS OF LEARNING
82. Readiness of an individual to engage successfully in a specific learning task, such as beginning reading, is dependent on a number of factors: intelligence and related cognitive [],
 _____ abilities
83. psychomotor abilities and related physical [ch],
 _____ characteristics
84. [] characteristics, including attitudes and motivation,
 _____ affective
85. and previous [ac] related to the specific task.
 _____ achievements
86. Considerable advances have been made to help the teacher assess the pupil's total [] for specific classroom tasks.
 _____ readiness

COMPLETION ITEMS

87. However, the learning tasks set forth in many graded textbooks and curriculum guides do not take into account differences among pupils in [] to learn.

 readiness
88. When each of three school systems introduces the change from manuscript to cursive handwriting at a different grade level, readiness to [] is not put into practice by all three systems.

 learn
89. Though Russell clarified the large difference among pupils in readiness to learn spelling, some schools give all the children in each grade the same list of [] to learn.

 words
90. The physiological limits of learning and performance are not presently established in either the cognitive or the [] domain.

 psychomotor
91. Too frequently teachers have been satisfied when a pupil learns as much as others at his [] level.

 grade
92. In rare instances has any one tried to ascertain the upper limit of [] for individuals or groups of students.

 learning
93. Achieving as well as one can with a reasonable expenditure of time and effort [] mental health.

 improves
94. It is possible to set learning tasks so difficult or meaningless that pupils, compelled by law to go to school, do not learn well and become emotionally [].

 disturbed
95. A principal task of the teacher is to ascertain the limit of performance for each child that is commensurate with good [] integration.

 personality

RECOGNITION ITEMS

CHAPTER 4 TEACHER CHARACTERISTICS AND EFFICIENT PUPIL LEARNING

A. COGNITIVE ABILITIES AND INTELLECTUAL CHARACTERISTICS

1. Teachers vary widely in personal and professional characteristics. The emotional, intellectual, and other personal characteristics of teachers, in comparison with those of immature students, are more [stable, variable].

stable

2. According to Barr, intelligence, over-all grade-point average, and grade-point average in the major field show a positive but low correlation with subsequent [cognitive, teaching] success.

teaching

3. Shannon studied highly successful, failing, and average teachers. The highly successful teachers had higher IQ, higher grade-point average, and greater participation in extracurricular activities while in college than did the average and [immature, unsuccessful] teachers;

unsuccessful

4. however, little difference was noted in IQ, grade-point average, and participation in extracurricular activities between the average and [eccentric, unsuccessful] teachers.

unsuccessful

5. Ryans found lack of subject-matter preparation to be characteristic of the poorer [counselors, teachers] in high school.

teachers

6. The grade made in student teaching is more closely related to subsequent teaching [responsibility, success] than is the grade made in any other college course.

success

7. Hoyt studied the effect of teacher knowledge of pupil characteristics on pupils' achievements and attitudes toward class work. An increase in teacher knowledge of pupil characteristics improved pupil [attitudes, understandings] toward the teacher;

attitudes

8. also, the teacher's application of the knowledge of pupil characteristics increased efficiency of pupil [learning, study] in the usual subject-matter areas.

learning

RECOGNITION ITEMS

- | | |
|---|-------------|
| 9. According to Ojemann and Wilkinson, the teacher's knowing the pupils well resulted in more effective guidance of academic [learning, progress] and in better personality development of the pupils. | learning |
| 10. Schunert's study of student achievement in algebra and geometry and teacher characteristics and methods showed that daily supervised study of 20-30 minutes resulted in higher student [achievement, knowledge]. | achievement |
| 11. Being intelligent, well prepared in the subject, high achieving while in college, and generally well educated is conducive to subsequent [financial, teaching] success. | teaching |
| 12. Education may have become so institutionalized that some of the most able prospective teachers do not subsequently achieve the high quality of teaching anticipated, or they do not remain permanently in [school, teaching]. | teaching |
| B. PSYCHOMOTOR ABILITIES | |
| 13. In connection with efficient pupil learning in the psychomotor domain, the teacher should understand the nature of the motor [skill, task] to be taught | skill |
| 14. and should be able to [demonstrate, outline] it to the pupils. | demonstrate |
| 15. For example, in foreign language instruction the teacher must speak the language well if the children are to learn efficiently from imitating the [language, teacher]. | teacher |
| 16. In music, art, home economics, and other fields, the teacher should be able to demonstrate the [ideas, skills]. | skills |
| 17. In science experiments also, the teacher should first have conducted the experiment himself and then be able to [demonstrate, explore] it in class. | demonstrate |

CHAPTER 4

C. AFFECTIVE CHARACTERISTICS—Interests—Attitudes and Values— Personality Organization

- | | |
|---|--------------|
| 18. The differences among teachers in interests, attitudes, values, and personality organization are greater than in IQ and related [cognitive, other] abilities | cognitive |
| 19. and are of more significance generally than are the [differences, similarities] in psychomotor abilities. | differences |
| 20. Schultz and Ohlsen identified most and least successful student teachers. The most successful student teachers were higher in [social, welfare] service and intellectual interests. | social |
| 21. Ryans found the better elementary teachers to indicate high interest in and preference for activities which involve contact with [people, things]; | people |
| 22. also, the better secondary school teachers indicated high interest in reading and in music, painting, and the arts in general. The less effective teachers did not show similar high [feelings, interests]; | interests |
| 23. thus, interest in people generally, in social service activities, in intellectual pursuits, and in fine arts is more characteristic of successful than of [good, unsuccessful] teachers. | unsuccessful |
| 24. Teacher attitudes toward behavior problems in children have been studied repeatedly. Wickman, in 1928, reported marked differences between teachers' and clinicians' judgments about serious [behavior, social] problems in children; | behavior |
| 25. the teachers rated as most serious aggressive behaviors, while clinicians rated as most serious [evasive, withdrawal] behaviors; | withdrawal |
| 26. stealing was rated more serious by [clinicians, teachers]; | teachers |

RECOGNITION ITEMS

27. and suspiciousness was rated more serious by [clinicians, teachers].	clinicians
28. In 1936, Ellis and Miller found the same pattern. However, the teacher judgments were closer to those of the [clinicians, psychiatrists] than in the Wickman study.	clinicians
29. In 1956, Stouffer concluded that high school teachers had changed their [attitudes, beliefs] somewhat, but the clinicians had changed very little since the Wickman study;	attitudes
30. clinicians still rated withdrawing behaviors as being most [dangerous, serious].	serious
31. In 1959, Beilin summarized the research since the Wickman study and drew a number of conclusions: the hierarchy of teachers' attitudes had shifted to approximate more closely those of the [clinicians, practitioners];	clinicians
32. criteria employed in evaluating the behavior problems of children differed for elementary and secondary school [clinicians, teachers];	teachers
33. more boys were identified as maladjusted than girls and the criteria of [disturbance, maladjustment] differed for each sex;	maladjustment
34. the sex of the teacher affected, in part, attitudes toward children's [behavior, important] problems;	behavior
35. the attitudes of teachers and clinicians reflect their respective roles. Teachers are concerned with aggressive behaviors which disturb the class because of their leadership [role, status] in the classroom.	role
36. To a clinician who works with individual children, withdrawal behavior indicates that the disturbed child has given up the fight against frustrating circumstances; the [aggressive, belligerent] child is still fighting back and is therefore considered to be less seriously maladjusted or disturbed.	aggressive

CHAPTER 4

37. The Minnesota Teacher Attitude Inventory reportedly measures attitudes toward pupils, toward teaching-learning situations, and toward [guidance, teaching] as a profession.
teaching
-
38. Shaw and others used the M. T. A. I. to study the attitudes of various groups in education. The scores of elementary teachers were higher than those of [science, secondary] teachers.
secondary
-
39. Apparently elementary teachers have more favorable attitudes toward the [pupils, school] and are less interested in subject matter than are secondary teachers.
pupils
-
40. Klausmeier and others found prospective elementary teachers to be highly interested in working with children, whereas prospective high school teachers were primarily interested in a major [occupational, subject] field.
subject
-
41. According to the Allport-Vernon Study of Values, men are higher in theoretical, economic, and political values; women are higher in esthetic, social, and religious [attitudes, values].
values
-
42. According to Dilley, a desire for contact with children or adolescents and for opportunities to help people is less characteristic of prospective engineers than of prospective [clinicians, teachers].
teachers
-
43. Personality organization of the teacher is an important variable in classroom learning. A teacher with a well-organized [disposition, personality], including favorable attitudes toward self and others, is expected to get along well in the classroom.
personality
-
44. Gowan, using the Minnesota Multiphasic Inventory, found that individuals who were responsible, controlled and friendly, and secure and who had strong egos made good [counselors, teachers].
teachers
-
45. Travers found the two greatest sources of potential anxiety among prospective elementary teachers to be fear of not being liked by the class and [ability, discipline] of the class.
discipline
-

RECOGNITION ITEMS

46. Although these anxieties may have been somewhat realistic, anxieties about discipline and being liked by pupils are associated with two conditions: inadequate previous experience with [children, discipline]

children

47. or lack of stable [cognitive, personality] organization.

personality

D. PROFESSIONAL COMPETENCES

48. Klausmeier and Swanson found a number of activities in a course in educational psychology, such as developing a case study and a learning unit, to improve the understandings and professional [competences, spirit] of prospective teachers.

competences

49. Davis reported experienced teachers to have unsolved problems connected with motivation, testing and evaluation, individual differences, etc. The problem most frequently mentioned was [motivation, transfer];

motivation

50. many of the problems were not philosophical, but [anatomical, psychological] in nature.

psychological

51. The principles and generalizations in *Learning and Human Abilities* are intended to help educational workers deal more effectively with on-going and recurrent problems of instruction, to improve their professional [attitudes, competence].

competence

E. AGE

52. Little research has been done to determine the relationship between age and [immediate, teaching] success.

teaching

53. Ryans found less desirable classroom behaviors among the [older, younger] secondary teachers.

older

54. Wechsler found a gradual but constant decline in IQ scores after age 25. Anastasi also found performance to decline with [age, experience].

age

CHAPTER 4

55. According to Korchin and Basowitz, the older persons were less capable in dealing with [familiar, novel] material,	novel
56. and also were more cautious and required more time to integrate their [reactions, responses].	responses
57. Miles, studying the effects of age on visual perception, motor skills, and judgment, reported decline to come first in visual [acuity, perception],	perception
58. and last in [cognitive, motor] skills.	motor
59. Lehman found outstanding performances to be made in early [adolescence, adulthood];	adulthood
60. however, some great performances came as late as age [40, 80].	80
61. Birren suggests that a high frequency of major personal adjustments required by changes in the environment, in health, and in interpersonal relations makes [middle, old] age a very dynamic period.	old
62. The early years of teaching and the years above sixty for both sexes, and the middle years for women, appear to be the periods in which most problems of [adjustment, relationships] are experienced.	adjustment
F. SEX	
63. Teachers' choices regarding major subject fields and of school levels — kindergarten through college — reveal major [clinical, sex] differences.	sex
64. Teachers in the nursery school, kindergarten, and primary grades are almost exclusively [female, male].	female
65. Progressively through the intermediate grades, junior and senior high school, the percentage of [female, male] teachers rises.	male

RECOGNITION ITEMS

66. Biological and cultural factors which delimit appropriate roles for males and females contribute to the choice of major subject and of school [conditions, level].	level
67. Tyler noted that males were higher in mathematical reasoning, spatial judgment, and science, and that females were [higher, lower] in verbal fluency, rote memory, perceptual speed, and dexterity.	higher
68. The differences between groups of males and females in verbal fluency, mathematical reasoning, and other abilities is not nearly as large as is the difference among the members within each [field, sex].	sex
69. Beilin ascertained criteria of adjustment used by male and female teachers; the males and females applied much the same criteria of [adjustment, development] to high school students;	adjustment
70. however, greater emphasis was placed on humility and modesty by the [female, male] teachers.	female
71. Meyer and Thompson reported 6th-grade boys received more [approval, disapproval] from their women teachers than did girls;	disapproval
72. also, both boys and girls nominated boys more frequently than girls as receiving [approval, disapproval] from their teachers.	disapproval
73. Since boys are more aggressive and respond so to their teachers, the teachers tended to counteract with a higher degree of [aggressiveness, withdrawal] toward the boys.	aggressiveness
74. Some aggressiveness is normal in both boys and girls and should be treated, not as a personal threat to the teacher, but as a sign of [normal, unusual] social development.	normal
75. Labue found a sex difference between students who completed a teacher education program and those who dropped out. The only difference for the women was in valuing service to [self, society];	society

CHAPTER 4

76. the men who persisted were higher in desire to work in the major field and in perceiving [college, teaching] as a stepping stone to another occupation.

teaching

G. SOCIAL CLASS

77. Most teachers follow and encourage the development of [lower-, middle-] class social attitudes and values in students.

middle-

78. Teachers must be aware of their own attitudes and values in order not to discriminate inadvertently against a child whose attitudes and [appearance, values] are different from the teacher's.

values

79. Hoehn reported teachers to have more contacts with the higher-status and higher-achieving pupils than with the lower-status and lower- [achieving, class] pupils.

achieving

80. Though teachers may not intentionally discriminate, children of lower social [class, origin] may profit little from attending school.

class

81. Emotional acceptance of each child as he comes to school does not mean approving [antisocial, asocial] conduct.

antisocial

82. The social-class background of the teacher is less important in helping lower class pupils to profit from education than are the present attitudes, values, and skills of the [parents, teacher].

teacher

83. Teachers cannot abandon such principles as respect for the rights of others; but they can try to understand the way of life in the homes and neighborhood from which the pupils of [lower-, middle-] class come.

lower-

COMPLETION ITEMS

CHAPTER 4 TEACHER CHARACTERISTICS AND EFFICIENT PUPIL LEARNING

A. COGNITIVE ABILITIES AND INTELLECTUAL CHARACTERISTICS

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stable
2. According to Barr, intelligence, over-all grade-point average, and grade-point average in the major field show a positive but low correlation with subsequent [] success.

teaching
3. Shannon studied highly successful, failing, and average teachers. The highly successful teachers had higher IQ, higher grade-point average, and greater participation in extracurricular activities while in college than did the average and [] teachers;

unsuccessful
4. however, little difference was noted in IQ, grade-point average, and participation in extracurricular activities between the average and [] teachers.

unsuccessful
5. Ryans found lack of subject-matter preparation to be characteristic of the poorer [] in high school.

teachers
6. The grade made in student teaching is more closely related to subsequent teaching [] than is the grade made in any other college course.

success
7. Hoyt studied the effect of teacher knowledge of pupil characteristics on pupils' achievements and attitudes toward class work. An increase in teacher knowledge of pupil characteristics improved pupil [] toward the teacher;

attitudes
8. also, the teacher's application of the knowledge of pupil characteristics increased efficiency of pupil [] in the usual subject-matter areas.

learning

CHAPTER 4

9. According to Ojemann and Wilkinson, the teacher's knowing the pupils well resulted in more effective guidance of academic [] and in better personality development of the pupils.
learning
10. Schunert's study of student achievement in algebra and geometry and teacher characteristics and methods showed that daily supervised study of 20-30 minutes resulted in higher student [].
achievement
11. Being intelligent, well prepared in the subject, high achieving while in college, and generally well educated is conducive to subsequent [] success.
teaching
12. Education may have become so institutionalized that some of the most able prospective teachers do not subsequently achieve the high quality of teaching anticipated, or they do not remain permanently in [].
teaching
- B. PSYCHOMOTOR ABILITIES**
13. In connection with efficient pupil learning in the psychomotor domain, the teacher should understand the nature of the motor [] to be taught
skill
14. and should be able to [] it to the pupils.
demonstrate
15. For example, in foreign language instruction the teacher must speak the language well if the children are to learn efficiently from imitating the [].
teacher
16. In music, art, home economics, and other fields, the teacher should be able to demonstrate the [].
skills
17. In science experiments also, the teacher should first have conducted the experiment himself and then be able to [] it in class.
demonstrate

COMPLETION ITEMS

C. AFFECTIVE CHARACTERISTICS—Interests—Attitudes and Values—
Personality Organization

18. The differences among teachers in interests, attitudes, values, and personality organization are greater than in IQ and related [] abilities

cognitive

19. and are of more significance generally than are the [] in psychomotor abilities.

differences

20. Schultz and Ohlsen identified most and least successful student teachers. The most successful student teachers were higher in [] service and intellectual interests.

social

21. Ryans found the better elementary teachers to indicate high interest in and preference for activities which involve contact with [];

people

22. also, the better secondary school teachers indicated high interest in reading and in music, painting, and the arts in general. The less effective teachers did not show similar high [];

interests

23. thus, interest in people generally, in social service activities, in intellectual pursuits, and in fine arts is more characteristic of successful than of [] teachers.

unsuccessful

24. Teacher attitudes toward behavior problems in children have been studied repeatedly. Wickman, in 1928, reported marked differences between teachers' and clinicians' judgments about serious [] problems in children;

behavior

25. the teachers rated as most serious aggressive behaviors, while clinicians rated as most serious [] behaviors;

withdrawal

26. stealing was rated more serious by
[];

teachers

CHAPTER 4

27. and suspiciousness was rated more serious by
[].

clinicians
28. In 1936, Ellis and Miller found the same pattern.
However, the teacher judgments were closer to
those of the [] than in the
Wickman study.

clinicians
29. In 1956, Stouffer concluded that high school
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somewhat, but the clinicians had changed very
little since the Wickman study;

attitudes
30. clinicians still rated withdrawing behaviors as
being most [].

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31. In 1959, Beilin summarized the research since the
Wickman study and drew a number of conclusions:
the hierarchy of teachers' attitudes had shifted
to approximate more closely those of the
[];

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32. criteria employed in evaluating the behavior
problems of children differed for elementary and
secondary school [];

teachers
33. more boys were identified as maladjusted than
girls and the criteria of []
differed for each sex;

maladjustment
34. the sex of the teacher affected, in part, attitudes
toward children's [] problems;

behavior
35. the attitudes of teachers and clinicians reflect
their respective roles. Teachers are concerned
with aggressive behaviors which disturb the class
because of their leadership []
in the classroom.

role
36. To a clinician who works with individual children,
withdrawal behavior indicates that the disturbed
child has given up the fight against frustrating
circumstances; the [] child is
still fighting back and is therefore considered to
be less seriously maladjusted or disturbed.

aggressive

COMPLETION ITEMS

37. The Minnesota Teacher Attitude Inventory reportedly measures attitudes toward pupils, toward teaching-learning situations, and toward [] as a profession.
teaching
38. Shaw and others used the M. T. A. I. to study the attitudes of various groups in education. The scores of elementary teachers were higher than those of [] teachers.
secondary
39. Apparently elementary teachers have more favorable attitudes toward the [] and are less interested in subject matter than are secondary teachers.
pupils
40. Klausmeier and others found prospective elementary teachers to be highly interested in working with children, whereas prospective high school teachers were primarily interested in a major [] field.
subject
41. According to the Allport-Vernon Study of Values, men are higher in theoretical, economic, and political values; women are higher in esthetic, social, and religious [].
values
42. According to Dilley, a desire for contact with children or adolescents and for opportunities to help people is less characteristic of prospective engineers than of prospective [].
teachers
43. Personality organization of the teacher is an important variable in classroom learning. A teacher with a well-organized [], including favorable attitudes toward self and others, is expected to get along well in the classroom.
personality
44. Gowan, using the Minnesota Multiphasic Inventory, found that individuals who were responsible, controlled and friendly, and secure and who had strong egos made good [].
teachers
45. Travers found the two greatest sources of potential anxiety among prospective elementary teachers to be fear of not being liked by the class and [di] of the class.
discipline

CHAPTER 4

46. Although these anxieties may have been somewhat realistic, anxieties about discipline and being liked by pupils are associated with two conditions: inadequate previous experience with [] children

47. or lack of stable [] organization. personality

D. PROFESSIONAL COMPETENCES

48. Klausmeier and Swanson found a number of activities in a course in educational psychology, such as developing a case study and a learning unit, to improve the understandings and professional [] of prospective teachers. competences

49. Davis reported experienced teachers to have unsolved problems connected with motivation, testing and evaluation, individual differences, etc. The problem most frequently mentioned was []; motivation

50. many of the problems were not philosophical, but [] in nature. psychological

51. The principles and generalizations in *Learning and Human Abilities* are intended to help educational workers deal more effectively with ongoing and recurrent problems of instruction, to improve their professional []. competence

E. AGE

52. Little research has been done to determine the relationship between age and [] success. teaching

53. Ryans found less desirable classroom behaviors among the [] secondary teachers. older

54. Wechsler found a gradual but constant decline in IQ scores after age 25. Anastasi also found performance to decline with []. age

COMPLETION ITEMS

55. According to Korchin and Basowitz, the older persons were less capable in dealing with [] material, _____ novel
56. and also were more cautious and required more time to integrate their []. _____ responses
57. Miles, studying the effects of age on visual perception, motor skills, and judgment, reported decline to come first in visual [], _____ perception
58. and last in [] skills. _____ motor
59. Lehman found outstanding performances to be made in early []; _____ adulthood
60. however, some great performances came as late as age []. _____ 80
61. Birren suggests that a high frequency of major personal adjustments required by changes in the environment, in health, and in interpersonal relations makes [] age a very dynamic period. _____ old
62. The early years of teaching and the years above sixty for both sexes, and the middle years for women, appear to be the periods in which most problems of [] are experienced. _____ adjustment
- F. SEX
63. Teachers' choices regarding major subject fields and of school levels — kindergarten through college — reveal major [] differences. _____ sex
64. Teachers in the nursery school, kindergarten, and primary grades are almost exclusively []. _____ female
65. Progressively through the intermediate grades, junior and senior high school, the percentage of [] teachers rises. _____ male

CHAPTER 4

66. Biological and cultural factors which delimit appropriate roles for males and females contribute to the choice of major subject and of school [].
level
67. Tyler noted that males were higher in mathematical reasoning, spatial judgment, and science, and that females were [] in verbal fluency, rote memory, perceptual speed, and dexterity.
higher
68. The differences between groups of males and females in verbal fluency, mathematical reasoning, and other abilities is not nearly as large as is the difference among the members within each [].
sex
69. Beilin ascertained criteria of adjustment used by male and female teachers; the males and females applied much the same criteria of [] to high school students;
adjustment
70. however, greater emphasis was placed on humility and modesty by the [] teachers.
female
71. Meyer and Thompson reported 6th-grade boys received more [di] from their women teachers than did girls;
disapproval
72. also, both boys and girls nominated boys more frequently than girls as receiving [] from their teachers.
disapproval
73. Since boys are more aggressive and respond so to their teachers, the teachers tended to counteract with a higher degree of [] toward the boys.
aggressiveness
74. Some aggressiveness is normal in both boys and girls and should be treated, not as a personal threat to the teacher, but as a sign of [] social development.
normal
75. Labue found a sex difference between students who completed a teacher education program and those who dropped out. The only difference for the women was in valuing service to [];
society

COMPLETION ITEMS

76. the men who persisted were higher in desire to work in the major field and in perceiving [] as a stepping stone to another occupation.
-
- teaching
- G. SOCIAL CLASS
77. Most teachers follow and encourage the development of [] class social attitudes and values in students.
-
- middle-
78. Teachers must be aware of their own attitudes and values in order not to discriminate inadvertently against a child whose attitudes and [] are different from the teacher's.
-
- values
79. Hoehn reported teachers to have more contacts with the higher-status and higher-achieving pupils than with the lower-status and lower- [] pupils.
-
- achieving
80. Though teachers may not intentionally discriminate, children of lower social [] may profit little from attending school.
-
- class
81. Emotional acceptance of each child as he comes to school does not mean approving [] conduct.
-
- antisocial
82. The social-class background of the teacher is less important in helping lower class pupils to profit from education than are the present attitudes, values, and skills of the [].
-
- teacher
83. Teachers cannot abandon such principles as respect for the rights of others; but they can try to understand the way of life in the homes and neighborhood from which the pupils of [] class come.
-
- lower-

RECOGNITION ITEMS

CHAPTER 5 CLASSROOM INTERACTIONS AND EFFICIENT LEARNING

A. THE CLASSROOM AS A BEHAVIOR SETTING—The Stimulus Nature of Pupils and Teachers—Social-Emotional Need Satisfaction—Immediate Reinforcement and Confirmation of Behaviors

1. Behaviors of the teachers and pupils include not only overt interactions such as talking and doing, but also perceiving, generalizing, thinking, and other cognitive [actions, processes].

processes

2. The classroom and other school facilities are places in which the teacher should bring about desirable changes in the [behaviors, needs] of the pupils.

behaviors

3. Many learning outcomes, not otherwise possible of achievement, are acquired through [interactions, reinforcements] between the teacher and pupils.

interactions

4. Pupils and teachers may be considered as stimuli. The most [energizing, stimulating] aspect of the immediate environment for a person is himself.

stimulating

5. The second most stimulating factor in the immediate environment is usually other [objects, people].

people

6. Pupils stimulate most teachers to [reply, respond] to them as human beings, not simply as a collection of objects to be molded or changed.

respond

7. The teacher's total stimulus effect on the pupils is generally greater than that of an [excitable, individual] pupil on the teacher.

individual

8. The classroom is an important place for satisfaction of social and emotional needs. In the elementary grades and high school, being liked by one or more members of the class is the strongest [desire, need] many pupils experience.

need

9. To satisfy emotional needs and to develop social skills, pupils rely heavily on their [interactions, relations] with one another.

interactions

RECOGNITION ITEMS

10. The teacher cannot achieve a full measure of self-
[direction, realization] unless the students learn
well under his direction.

realization

11. The teacher who is happily committed to a life
career in teaching relies somewhat upon classroom
[behaviors, interactions] for satisfaction of his
social-emotional needs.

interactions

12. A vital part of teacher-pupil interaction is the
reinforcement and confirmation of correct and
appropriate responses. During a single class
period, many responses of the pupils are
[checked, reinforced];

reinforced

13. many other pupil responses are either confirmed
or [denied, explained], and the result is more
efficient pupil learning.

denied

14. A test, given a month or two after instruction is
completed, is too late to ascertain the extent to
which pupil [adjustment, learning] has occurred.

learning

15. Similarly, it is too late for the teacher to ascertain
the extent to which the instructional materials and
procedures were [effective, used].

effective

16. The successful teacher confirms or corrects his
procedures primarily on the basis of the students'
immediate [interactions, responses].

responses

B. COMMUNICATION AND TEACHER-PUPIL INTERACTIONS—The Teacher's Means of Communicating—Learners' Perceiving and Acting upon Communications

17. The teacher has several ways of communicating
ideas and feelings to students. The teacher's
most direct means of communicating with pupils
is through [speaking, writing].

speaking

18. The teacher often [communicates, informs] by
writing on paper or the chalkboard and sometimes
makes physical contact with the pupil.

communicates

CHAPTER 5

19. Often feelings and attitudes are not communicated in words but through [gestures, posture].

gestures
20. Less directly through the use of instructional materials and equipment and through manipulation of the pupils — for example, in a seating arrangement — the teacher [communicates, explains] to pupils.

communicates
21. Even less directly, the teacher communicates through personal appearance, and through managing the [appearance, furnishings] of the room.

appearance
22. For a communication to be meaningful, the receivers must understand the sender's message, including instructions. "Open your books at page 36" is a meaningful communication when the pupils hear and [conceptualize, understand] the words,

understand
23. open their books at the proper [page, point],

page
24. and when the teacher subsequently takes appropriate [actions, cues]

actions
25. based on his perceptions of the pupils' response to the original verbal [dialogue, instructions].

instructions
26. Fewer difficulties of communication arise in the cognitive and psychomotor domains than in the [affective, intellectual] domain.

affective
27. Interests, emotions, and motives of pupils often are not [communicated, transmitted] accurately,

communicated
28. because the teacher and each pupil perceives self and the situation from his personal frame of [observation, reference].

reference
29. Mutual understanding in the affective domain is improved when people are relatively free to express their [emotions, perceptions] as well as their concepts and skills.

emotions

RECOGNITION ITEMS

C. GENERAL TEACHER BEHAVIORS

- | | |
|---|------------|
| 30. In Ryan's factor analysis, three behavior patterns were found to be characteristic of successful teachers. One pattern was being friendly and understanding versus being aloof, egocentric, and [outgoing, restricted]; | restricted |
| 31. a second pattern was being businesslike, responsible, and systematic versus evading, unplanned, and [organized, slipshod]; | slipshod |
| 32. the third pattern was being stimulating, imaginative, and surgent versus dull and [apathetic, routine]. | routine |
| 33. The main difference between the best and least liked elementary teachers in Leeds' study involved behaviors in the [affective, cognitive] domain; | affective |
| 34. kindness, patience, and similar traits were characteristic of the most [disliked, liked] teachers. | liked |
| 35. According to Thompson and Hunnicutt, blame resulted in higher achievement than did praise with [extroverts, introverts]; | extroverts |
| 36. praise resulted in higher achievement than did blame with [extroverts, introverts]; | introverts |
| 37. either praise or blame was more effective in increasing work output in the total group than was no external [criterion, incentive]. | incentive |

D. LEADERSHIP BEHAVIORS OF THE TEACHER—Authoritarian, Democratic, and Laissez-Faire Leadership—Dominative and Integrative Leadership—Leadership and Instructional Procedures—Restrictions upon Teacher Leadership

- | | |
|---|------------|
| 38. Such factors as the age of the learners, the number in the group, the activity being engaged in, and the goals sought influence the type of [control, leadership] exercised by the teacher. | leadership |
|---|------------|

CHAPTER 5

39. The teacher's choice of leadership should be guided by four principles for improving group living: respect the unique [individuality, performance] of every other person;	individuality
40. use [experience, intelligence] rather than force in solving problems;	intelligence
41. contribute to the welfare of the [group, individual];	group
42. accept [responsibility, rewards] for your actions.	responsibility
43. Lewin, Lippit, and White studied the effects of authoritarian, democratic, and laissez-faire leadership on eleven-year-old boys. Giving praise, approval, and orders was engaged in most by the [authoritarian, laissez-faire] leader;	authoritarian
44. being jovial, self-confident, and matter-of-fact was most characteristic of the [democratic, laissez-faire] leader;	democratic
45. extending knowledge was engaged in most by the [authoritarian, laissez-faire] leader.	laissez-faire
46. Dependent actions, critical discontent, and demands for attention by the boys were highest under [authoritarian, laissez-faire] leadership;	authoritarian
47. confiding behaviors and work-minded conversation were highest under [democratic, laissez-faire] leadership;	democratic
48. asking for information was highest under [autocratic, laissez-faire] leadership.	laissez-faire
49. Involvement in the activity by the boys was highest when the [autocratic, laissez-faire] leader was present	autocratic
50. and was lowest after the [autocratic, democratic] leader left the group.	autocratic
51. Teachers are not expected to exercise either laissez-faire or [authoritarian, democratic] leadership habitually.	authoritarian

RECOGNITION ITEMS

- | | |
|---|-------------|
| 52. Anderson studied dominative and integrative leadership. Evidence of conflict between the teacher and pupils was characteristic of [dominative, integrative] leadership; | dominative |
| 53. the teacher's using threats and interrupting were characteristic of [dominative, integrative] leadership; | dominative |
| 54. working with the student to define or redefine a problem illustrated [dominative, integrative] leadership. | integrative |
| 55. The type of leadership exercised by the teacher is clearly associated with efficiency of [learning, response] by the pupils, especially of outcomes in the affective domain. | learning |
| 56. Different from most studies of leadership, Fiedler reported that the maintenance of social distance between the leader and his subordinates in military and industrial settings produced [less, more] work from the subordinates. | more |
| 57. Leadership in the schools should not be the same as in military settings because the [attitudes, objectives] of the two are different. | objectives |
| 58. Lecturing and conducting small-group problem-solving activities require different forms of leadership. Guetzkow and others reported that college students under recitation drill, group discussion, and tutorial study did not differ significantly on examinations based on the [elective, required] work in the course. | required |
| 59. Rasmussen also found no difference in amount learned by college students in student-centered and instructor-centered classes; however, the students thought they learned more of practical value in the [instructor-, student-] centered classes. | student- |
| 60. Faw's research showed college students to handle stress situations better after having experienced prior instruction in client- [arranged, centered] classes. | centered |

CHAPTER 5

61. On an unannounced quiz at the end of a single class period, Nachman and Opoichinsky found college students to do better in [large, small] classes which permitted student-instructor interaction.
small
62. Controlled [experimentation, teaching] is urgently needed to determine the effects of leadership and class size on efficiency of learning in elementary and high school classrooms.
experimentation
63. There are many restrictions upon the type of leadership which the teacher employs. With a large group the teacher will at first be less permissive and more [cautious, restrictive].
restrictive
64. Group-centered activities should be used rather than teacher-centered in order to develop [academic, social] skills and attitudes.
social
65. Developing skills such as in handwriting and typing requires much [group, individual] practice.
individual
66. Much teacher leadership is yet confined to knowing the subject matter moderately well and telling students what to learn and when to have it [learned, reported].
learned
67. Under non-restrictive administrative and curricular arrangements, teachers purposefully use different forms of [control, leadership], depending on the demands of specific situations.
leadership

E. THE TEACHER AS A HELPFUL PERSON

68. The teacher should be a helpful person to every student even though, according to Getzels and Thelen, many other school officials contribute to making every classroom a planned [flexible, learning] environment.
learning
69. According to Thomas and others, the person whom college students perceive as helpful considers the [habits, problems] of the student important,
problems
70. shows willingness to maintain [communication, discourse] with the student about many topics,
communication

RECOGNITION ITEMS

- | | |
|---|--------------|
| 71. wants to help reduce the student's discomfort or [failure, tension], | tension |
| 72. and helps the student gain insights into the nature of his problems and to find [answers, solutions] to them. | solutions |
| F. PUPIL-PUPIL INTERACTIONS—Group Cohesiveness—Pupil Leadership | |
| 73. A class may be a collection of individuals, a group of cliques, or a cohesive group. The goal to be sought in the classroom is a [cohesive, competitive] group. | cohesive |
| 74. A group in which the members wish to remain is [cohesive, cooperative]. | cohesive |
| 75. A classroom divided by a majority-minority pattern or by several [cliques, groups] is not cohesive. | cliques |
| 76. Back found that group cohesion was affected by personal attraction, group prestige, and performance of a task; personal attraction resulted in the most time spent in pleasant [conversation, performance]; | conversation |
| 77. when based on performance of a task, the group members completed the [conversation, task] as efficiently as possible. | task |
| 78. According to Heber and Heber, cohesiveness in elementary classes was increased through engaging in a group activity in which all the members experienced [competition, success]. | success |
| 79. To develop group cohesiveness, it is essential to identify an activity in which the entire group can participate, to have each member contribute, and to make sure that the activity is [completed, guided] successfully. | completed |
| 80. Leadership characteristics emerge early in children's groups. In a study by Bonney and Powell, highly accepted first-grade children tended to be conforming, friendly, and [competitive, cooperative]. | cooperative |

CHAPTER 5

81. Friendliness and acceptance by others are essential for leadership in a group of children or adolescents. Bretsch determined that the better accepted adolescents were also better in [intellectual, social] skills.

social

82. Gallagher reported that children's living close together in the neighborhood was an important factor in choosing their [friends, subjects];

friends

83. Klausmeier and others showed that sectioning in the required subjects in high school did not influence friendship markedly; students who were placed in some sectioned classes formed most of their friendships outside the [regular, sectioned] classes.

sectioned

COMPLETION ITEMS

CHAPTER 5 CLASSROOM INTERACTIONS AND EFFICIENT LEARNING

- A. THE CLASSROOM AS A BEHAVIOR SETTING—The Stimulus Nature of Pupils and Teachers—Social-Emotional Need Satisfaction—Immediate Reinforcement and Confirmation of Behaviors

1. Behaviors of the teachers and pupils include not only overt interactions such as talking and doing, but also perceiving, generalizing, thinking, and other cognitive [].

processes

2. The classroom and other school facilities are places in which the teacher should bring about desirable changes in the [be] of the pupils.

behaviors

3. Many learning outcomes, not otherwise possible of achievement, are acquired through [] between the teacher and pupils.

interactions

4. Pupils and teachers may be considered as stimuli. The most [] aspect of the immediate environment for a person is himself.

stimulating

COMPLETION ITEMS

- | | |
|---|--|
| <p>5. The second most stimulating factor in the immediate environment is usually other [].</p> | <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> people |
| <p>6. Pupils stimulate most teachers to [] to them as human beings, not simply as a collection of objects to be molded or changed.</p> | <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> respond |
| <p>7. The teacher's total stimulus effect on the pupils is generally greater than that of an [] pupil on the teacher.</p> | <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> individual |
| <p>8. The classroom is an important place for satisfaction of social and emotional needs. In the elementary grades and high school, being liked by one or more members of the class is the strongest [] many pupils experience.</p> | <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> need |
| <p>9. To satisfy emotional needs and to develop social skills, pupils rely heavily on their [] with one another.</p> | <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> interactions |
| <p>10. The teacher cannot achieve a full measure of self- [re] unless the students learn well under his direction.</p> | <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> realization |
| <p>11. The teacher who is happily committed to a life career in teaching relies somewhat upon classroom [] for satisfaction of his social-emotional needs.</p> | <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> interactions |
| <p>12. A vital part of teacher-pupil interaction is the reinforcement and confirmation of correct and appropriate responses. During a single class period, many responses of the pupils are [];</p> | <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> reinforced |
| <p>13. many other pupil responses are either confirmed or [], and the result is more efficient pupil learning.</p> | <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> denied |
| <p>14. A test, given a month or two after instruction is completed, is too late to ascertain the extent to which pupil [] has occurred.</p> | <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> learning |

CHAPTER 5

15. Similarly, it is too late for the teacher to ascertain the extent to which the instructional materials and procedures were [].
 effective
16. The successful teacher confirms or corrects his procedures primarily on the basis of the students' immediate [].
 responses
- B. COMMUNICATION AND TEACHER-PUPIL INTERACTIONS—The Teacher's Means of Communicating—Learners' Perceiving and Acting upon Communications**
17. The teacher has several ways of communicating ideas and feelings to students. The teacher's most direct means of communicating with pupils is through [sp].
 speaking
18. The teacher often [] by writing on paper or the chalkboard and sometimes makes physical contact with the pupil.
 communicates
19. Often feelings and attitudes are not communicated in words but through [].
 gestures
20. Less directly through the use of instructional materials and equipment and through manipulation of the pupils—for example, in a seating arrangement—the teacher [] to pupils.
 communicates
21. Even less directly, the teacher communicates through personal appearance, and through managing the [] of the room.
 appearance
22. For a communication to be meaningful, the receivers must understand the sender's message, including instructions. "Open your books at page 36" is a meaningful communication when the pupils hear and [] the words,
 understand
23. open their books at the proper [],
 page
24. and when the teacher subsequently takes appropriate [ac]
 actions

COMPLETION ITEMS

- | | |
|--|--------------|
| 25. based on his perceptions of the pupils' response to the original verbal [in _____]. | instructions |
| 26. Fewer difficulties of communication arise in the cognitive and psychomotor domains than in the [_____] domain. | affective |
| 27. Interests, emotions, and motives of pupils often are not [_____] accurately, | communicated |
| 28. because the teacher and each pupil perceives self and the situation from his personal frame of [_____]. | reference |
| 29. Mutual understanding in the affective domain is improved when people are relatively free to express their [em _____] as well as their concepts and skills. | emotions |

C. GENERAL TEACHER BEHAVIORS

- | | |
|---|------------|
| 30. In Ryan's factor analysis, three behavior patterns were found to be characteristic of successful teachers. One pattern was being friendly and understanding versus being aloof, egocentric, and [re _____]; | restricted |
| 31. a second pattern was being businesslike, responsible, and systematic versus evading, unplanned, and [sl _____]; | slipshod |
| 32. the third pattern was being stimulating, imaginative, and surgent versus dull and [_____]. | routine |
| 33. The main difference between the best and least liked elementary teachers in Leeds' study involved behaviors in the [_____] domain; | affective |
| 34. kindness, patience, and similar traits were characteristic of the most [_____] teachers. | liked |
| 35. According to Thompson and Hunnicutt, blame resulted in higher achievement than did praise with [_____]; | extroverts |

CHAPTER 5

- | | |
|---|----------------|
| 36. praise resulted in higher achievement than did blame with []; | introverts |
| 37. either praise or blame was more effective in increasing work output in the total group than was no external [in] . | incentive |
| D. LEADERSHIP BEHAVIORS OF THE TEACHER—Authoritarian, Democratic, and Laissez-Faire Leadership—Dominative and Integrative Leadership—Leadership and Instructional Procedures—Restrictions upon Teacher Leadership | |
| 38. Such factors as the age of the learners, the number in the group, the activity being engaged in, and the goals sought influence the type of [] exercised by the teacher. | leadership |
| 39. The teacher's choice of leadership should be guided by four principles for improving group living: respect the unique [] of every other person; | individuality |
| 40. use [in] rather than force in solving problems; | intelligence |
| 41. contribute to the welfare of the []; | group |
| 42. accept [] for your actions. | responsibility |
| 43. Lewin, Lippit, and White studied the effects of authoritarian, democratic, and laissez-faire leadership on eleven-year-old boys. Giving praise, approval, and orders was engaged in most by the [] leader; | authoritarian |
| 44. being jovial, self-confident, and matter-of-fact was most characteristic of the [] leader; | democratic |
| 45. extending knowledge was engaged in most by the [] leader. | laissez-faire |
| 46. Dependent actions, critical discontent, and demands for attention by the boys were highest under [] leadership; | authoritarian |

COMPLETION ITEMS

47. confiding behaviors and work-minded conversation
were highest under [] leadership;
democratic
48. asking for information was highest under
[] leadership.
laissez-faire
49. Involvement in the activity by the boys was
highest when the [] leader
was present
autocratic
50. and was lowest after the []
leader left the group.
autocratic
51. Teachers are not expected to exercise either
laissez-faire or [] leadership
habitually.
authoritarian
52. Anderson studied dominative and integrative leader-
ship. Evidence of conflict between the teacher and
pupils was characteristic of []
leadership;
dominative
53. the teacher's using threats and interrupting were
characteristic of [] leadership;
dominative
54. working with the student to define or redefine a
problem illustrated [] leadership.
integrative
55. The type of leadership exercised by the teacher
is clearly associated with efficiency of
[] by the pupils, especially
of outcomes in the affective domain.
learning
56. Different from most studies of leadership, Fiedler
reported that the maintenance of social distance
between the leader and his subordinates in military
and industrial settings produced []
work from the subordinates.
more
57. Leadership in the schools should not be the same
as in military settings because the
[] of the two are different.
objectives

CHAPTER 5

58. Lecturing and conducting small-group problem-solving activities require different forms of leadership. Guetzkow and others reported that college students under recitation drill, group discussion, and tutorial study did not differ significantly on examinations based on the [] work in the course.
-
- required
59. Rasmussen also found no difference in amount learned by college students in student-centered and instructor-centered classes; however, the students thought they learned more of practical value in the [] centered classes.
-
- student-
60. Faw's research showed college students to handle stress situations better after having experienced prior instruction in client- [] classes.
-
- centered
61. On an unannounced quiz at the end of a single class period, Nachman and Opochnsky found college students to do better in [] classes which permitted student-instructor interaction.
-
- small
62. Controlled [] is urgently needed to determine the effects of leadership and class size on efficiency of learning in elementary and high school classrooms.
-
- experimentation
63. There are many restrictions upon the type of leadership which the teacher employs. With a large group the teacher will at first be less permissive and more [re]].
-
- restrictive
64. Group-centered activities should be used rather than teacher-centered in order to develop [] skills and attitudes.
-
- social
65. Developing skills such as in handwriting and typing require much [] practice.
-
- individual
66. Much teacher leadership is yet confined to knowing the subject matter moderately well and telling students what to learn and when to have it [].
-
- learned

COMPLETION ITEMS

67. Under non-restrictive administrative and curricular arrangements, teachers purposefully use different forms of [], depending on the demands of specific situations.

leadership

E. THE TEACHER AS A HELPFUL PERSON

68. The teacher should be a helpful person to every student even though, according to Getzels and Thelen, many other school officials contribute to making every classroom a planned [le] environment.

learning

69. According to Thomas and others, the person whom college students perceive as helpful considers the [] of the student important,

problems

70. shows willingness to maintain []
with the student about many topics,

communication

71. wants to help reduce the student's discomfort
or [te _____],

tension

72. and helps the student gain insights into the nature of his problems and to find [] to them.

solutions

F. PUPIL-PUPIL INTERACTIONS—Group Cohesiveness—Pupil Leadership

73. A class may be a collection of individuals, a group of cliques, or a cohesive group. The goal to be sought in the classroom is a [] group.

cohesive

74. A group in which the members wish to remain is [].

cohesive

75. A classroom divided by a majority-minority pattern or by several [] is not cohesive.

cliques

76. Back found that group cohesion was affected by personal attraction, group prestige, and performance of a task; personal attraction resulted in the most time spent in pleasant [co];

conversation

CHAPTER 5

77. when based on performance of a task, the group members completed the [] as efficiently as possible.
task
78. According to Heber and Heber, cohesiveness in elementary classes was increased through engaging in a group activity in which all the members experienced [].
success
79. To develop group cohesiveness, it is essential to identify an activity in which the entire group can participate, to have each member contribute, and to make sure that the activity is [co] successfully.
completed
80. Leadership characteristics emerge early in children's groups. In a study by Bonney and Powell, highly accepted first-grade children tended to be conforming, friendly, and [].
cooperative
81. Friendliness and acceptance by others are essential for leadership in a group of children or adolescents. Bretsch determined that the better accepted adolescents were also better in [] skills.
social
82. Gallagher reported that children's living close together in the neighborhood was an important factor in choosing their [];
friends
83. Klausmeier and others showed that sectioning in the required subjects in high school did not influence friendship markedly; students who were placed in some sectioned classes formed most of their friendships outside the [] classes.
sectioned

RECOGNITION ITEMS

PART II ACHIEVING LEARNING OUTCOMES EFFICIENTLY

CHAPTER 6 COGNITIVE LEARNING OUTCOMES I: FACTS AND CONCEPTS

A. THE NATURE OF FACTS, CONCEPTS, AND KNOWLEDGE—Facts— Concepts

1. Something that has happened—an event, an actual state of affairs—is a [concept, fact].

fact

2. The meaning that the individual associates with words, other signs, and direct sensory experiences is a [concept, thought].

concept

3. Concepts are not formed in the absence of facts; however, facts may be memorized and recalled without associating [experience, meaning] with them.

meaning

4. The meaningfulness of a concept depends upon previous associations with and [discriminations, integrations] of the events or objects which the concept embodies.

discriminations

5. The calling of a word or number by a certain name is a fact or arbitrary [action, association].

association

6. Rather than trying to explain to a child why "threw" and "through" are spelled the way they are, it is better to accept these as [concepts, facts] to be learned as such.

facts

7. The names given to the parts of speech are likewise [facts, truths] to be accepted.

facts

8. Once we accept the fact that "noun" is a word, we can proceed with acquiring the [concept, fact] of noun as a word used to name a person, place, or thing.

concept

9. The child's giving the correct name of each digit is an example of learning accepted [facts, ideas].

facts

CHAPTER 6

10. That Truman and Eisenhower were presidents of the USA is an accepted [fact, generalization].
fact
11. Symbols, including words and numerals, are useful in interpreting and communicating. Correct meanings of many concepts are acquired and transmitted with the use of [knowledge, symbols].
symbols
12. Phenomena which man cannot experience directly can be described quite accurately through use of a large and complex system of [relations, symbols].
symbols
13. Generalizations and principles are complex concepts. Several single-word concepts are combined into a [generalization, thought].
generalization
14. Generalizations that imply action are [abstractions, principles].
principles
15. The generalizations in *Learning and Human Abilities* which serve to guide the reader's actions in learning situations are [ideas, principles].
principles
16. The efficient acquisition of concepts is much the same, regardless of the subject fields in which the [concepts, motives] are encountered.
concepts
17. Two persons do not necessarily arrive at the same concept through studying identical facts. Differences among men and nations in part result from different interpretations of the same [facts, problems].
facts
- B. PERCEPTION, DISCRIMINATION, AND ABSTRACTION IN CONCEPT LEARNING—Sensory Experiences—Discrimination and Perception—Abstraction—Patterning of Perceptions
18. Sensing and discriminating are required in learning facts. In addition, perceiving and abstracting are required in learning [concepts, skills].
concepts

RECOGNITION ITEMS

19. The direct contact the individual has with the outside world is through his [sense, visual] organs.	sense
20. The raw material of all learning is the multitude of [sensory, unusual] experiences of the individual.	sensory
21. To differentiate among various sensory stimuli an individual must [discriminate, think].	discriminate
22. When the child sees lightning and calls it "lightning," we know that he has [discriminated, thought] and can use verbal symbols to communicate.	discriminated
23. When an individual associates meaning with [sensory, visual] experiences he is perceiving.	sensory
24. One's concept of a tree is not comprised of the specific characteristics of every tree seen, but of tree qualities [abstracted, retained] from all the relevant experiences.	abstracted
25. A concept is both less and more than the [examples, instances] from which it is formed.	instances
26. A well developed concept of animal enables one to discriminate among and to [classify, differentiate] many animals correctly.	classify
27. Not only perceiving but the patterning of perceptions is important in concept learning. For example, the meaning obtained from reading is partly determined by the organization of the material and partly by how the individual organizes the stimuli into a [pattern, system].	pattern
28. In perceiving and forming a pattern, the tendency is to survey the entire field, then to focus upon the [ground, parts].	parts
29. The better perceived parts are then brought into a more [extensive, meaningful] whole.	meaningful

CHAPTER 6

30. Although a sensory experience is vague, the motivated person normally tries to organize his perceptions of it into a [master, meaningful] pattern.

meaningful

31. Murphy and Jenkin have shown that positive affect is associated with the individual's making more accurate [judgments, perceptions] and recalling them,

perceptions

32. whereas threatening or noxious stimuli that produce negative [affect, results] lead to forgetting.

affect

C. DEVELOPMENTAL TRENDS IN CONCEPTUAL LEARNING

33. Our knowledge of developmental trends in the learning of [concepts, subject-matter] is incomplete.

concepts

34. The number of basic words recognized by students from the 1st through the 12th grade provides a rough estimate of [developmental, general] trends in concept learning.

developmental

35. Millard found that nearly 100% of children's verbal responses were [comprehensible, incomprehensible] at the age of 36 months.

comprehensible

36. Smith reported the median number of words in the child's vocabulary to be about [1,000, 16,000] in Grade 1,

16,000

37. and about [21,000, 47,000] in Grade 12.

47,000

38. Ames reported that, among other trends, most children knew whether it was morning or afternoon as early as age [1, 4],

4

39. most knew the number of minutes in an hour as early as age [3, 7],

7

40. and most named the days of the month correctly as early as age [5, 8].

8

RECOGNITION ITEMS

41. The child's intelligence, home environment, and instruction in school are important determinants of the meaningfulness of his mathematical [concepts, knowledge].	concepts
42. In Sigel's study of developmental trends in abstraction, children properly classified "vehicle" objects at an earlier age than [nonliving, other] objects;	nonliving
43. children also found nonliving to be a more difficult [abstraction, discrimination] than vehicle;	abstraction
44. Sigel's study also showed that the ability to [abstract, think] increased with age.	abstract
45. Piaget classified seventeen distinct types of causal explanations in children, each characteristic of a [broad, developmental] stage.	developmental
46. Different from Piaget, Deutsche reported nearly all children's responses regarding causality to fall into four categories—phenomenistic, dynamic, mechanical, and [intellectual, logical] deduction.	logical
47. A child's explaining that a pebble sinks to the bottom of the water because it is brown is indicative of phenomenistic [causality, logic].	causality
48. An explanation that clouds move across the sky because something in the cloud pushes them exemplifies [animistic, dynamic] causality.	dynamic
49. That clouds move because the wind pushes them illustrates [mechanical, relational] causality.	mechanical
50. A rock sinks because it is heavier than water illustrates logical [deduction, intuition].	deduction

CHAPTER 6

- | | |
|--|---------------|
| 51. Deutsche concluded that the development of causal relations is continuous and cannot be classified into distinct and separate [ages, stages]. | stages |
| 52. Oakes, like Deutsche, reported the development of causal thinking to be [continuous, hierarchical]; | continuous |
| 53. some kindergarten children demonstrated better understanding of science [concepts, facts] than did 6th-graders. | concepts |
| 54. Ausubel and Schiff, like Oakes, found a rapid increase in children's understanding of [causal, quantitative] relationships during the elementary grades. | causal |
| 55. The research on concept formation indicates greater ability to discriminate, to abstract, and to acquire meaningful [concepts, facts] with increasing age; | concepts |
| 56. it also indicates wide variability in children of the same [chronological, mental] age. | chronological |
| 57. The extent to which education in school determines the methods children use for acquiring their [behavior, concepts] is not clear. | concepts |
| <p>D. PRINCIPLES FOR FACILITATING THE LEARNING OF FACTS</p> <ul style="list-style-type: none"> —Organize Factual Material into Appropriate Learning Units —Secure the Correct Response on the First Try —Reinforce Correct Responses; Correct Errors Immediately —Practice and Review Until the Facts Are Firmly Established —Aid the Learner to Evaluate His Own Responses | |
| 58. McGeoch and Irion concluded that human beings learn meaningful material more efficiently than [abstract, meaningless] material, | meaningless |
| 59. and that in educational settings the acquisition of meanings does and should take precedence over [rapid, rote] learning of words. | rote |

RECOGNITION ITEMS

60.* Difficulty, length, and relationships among the parts of a larger body of factual material should be considered when organizing [factual, rote] material into appropriate learning units for students.	factual
61. Krueger showed that [abstract, difficult] items, in comparison with easy items, required more time to learn.	difficult
62. As the number of facts to be memorized increases, so also does the time required to learn each [block, fact].	fact
63. Presenting the names of presidents in an alphabetical sequence does not facilitate the students' perceiving [chronology, relationships].	relationships
64.* When a teacher works with one child, rather than a large group, it is relatively easier to secure the correct [attitude, response] on the first try.	response
65. Whether the fact to be learned is a single item, such as pronouncing a word correctly, or of a method, such as the order of adding ingredients in making a cake, the first response should be the [better, correct] one.	correct
66. When first learning the parts of speech, "my" should be called a(n) [adjective, pronoun].	pronoun
67.* The learning of facts is facilitated by reinforcing correct [reactions, responses],	responses
68. and by correcting [errors, mistakes] immediately.	errors
69. Verbal reinforcement may be interpreted by an individual as confirming that his [action, response] is correct or as a reward for responding correctly.	response

*Designates the first item for each successive principle.

CHAPTER 6

70. Reinforcement immediately following the correct response is more effective than [delayed, verbal] reinforcement.	delayed
71. Humphreys and Grant found that 25% reinforcement was more effective than 100% reinforcement in preventing extinction of a conditioned [response, stimulus].	response
72. Auble and Mech concluded that children's correct responses should be [checked, reinforced] at reasonable intervals, not necessarily at a 50% level or higher.	reinforced
73. B. F. Skinner judges that there is too little [intelligence, reinforcement] used in the classroom,	reinforcement
74. and that teaching [machines, materials] can do a better job of reinforcing than can a teacher.	machines
75. At present, however, we cannot reliably estimate the extent to which learners who are trained with machines can become [creative, novel] persons.	creative
76. An incorrect response followed by a punishment may be interpreted to mean that the response is incorrect, but it does not help the person learn what the [correct, desirable] response is.	correct
77. Immediately after the learner makes an incorrect response or uses an inappropriate method, the teacher should help him learn the correct [idea, response] or the better method.	response
78.* For permanent learning of factual material, practice and [review, study] until the facts are firmly established.	review
79. A fact or response when practiced after one perfect recitation is by definition [difficult, overlearned].	overlearned

RECOGNITION ITEMS

80. For overlearning to be effective the repetition must be carried out with intent to learn; mere [activity, repetition] does not constitute overlearning.	repetition
81. According to Kruger, 50% [confirmation, overlearning] improved the retention of nonsense material.	overlearning
82. Cain and Willey demonstrated that distributed practice of nonsense material, in comparison with massed [practice, study], resulted in more efficient retention.	practice
83. To facilitate the learning of any factual material that is of low meaningfulness, practice and [recall, review] are essential.	review
84.* Independence in learning is desirable; therefore the teacher aids the learner to evaluate his own [efforts, responses].	responses
85. No person of average or above-average intelligence should be totally dependent on some other person to arrange [practice, relearning] sessions for him.	practice
86. No person can or should learn all the [facts, knowledge] known to mankind;	facts
87. therefore, each teacher must decide which facts are [desirable, essential] for students to learn,	essential
88. and should aid students in acquiring skills whereby they can secure needed [facts, sourcebooks] for themselves.	facts



CHAPTER 6

E. PRINCIPLES FOR FACILITATING THE LEARNING OF CONCEPTS

- Organize Concepts into Appropriate Learning Units
- Encourage and Guide Searching Behavior
- Organize Realistic Experiences with the Concept
- Give Concise, Clear Meanings of the Concept
- Provide for Applications of the Concept
- Aid the Learner to Evaluate the Adequacy of His Concepts

89.* Difficulty, length, and relationships, discussed in connection with the learning of facts, also apply to organizing [concepts, vocabulary] into appropriate learning units.

concepts

90. Elementary, high school, and college dictionaries exemplify recognition of these three dimensions as applied to [concepts, facts].

concepts

91. Securing the definitions of five words from a college dictionary is not an appropriate learning [activity, unit] for a 6th-grader.

unit

92.* Concept learning is facilitated when the teacher encourages and guides [novel, searching] behavior.

searching

93. Della-Piana reported that significantly more meanings were acquired when students were encouraged to [memorize, search].

search

94. Kittell and Craig demonstrated that concept learning was more efficient when the searching behavior was also [guided, reinforced].

guided

95. Presenting too much information discourages searching [activities, behavior].

behavior

96.* Explaining verbally is not a substitute for organizing realistic experiences with the [concept, principle].

concept

97. Observing and hearing birds and dogs are realistic [experiences, referents] with the concept, animal.

experiences

RECOGNITION ITEMS

98.	The teacher should not [arrange, organize] realistic experiences in connection with such concepts as eternity, jealousy, and murder.	
		organize
99.*	Realistic experiences with events and phenomena should be accompanied by giving concise, clear [examples, meanings] of the underlying concepts.	
		meanings
100.	A teacher should not only provide realistic experiences with animals but also formulate a clear, concise definition of the word, [animal, concept].	
		animal
101.*	Concepts serve to guide behavior in many situations when the teacher provides for [applications, knowledge] of them to out-of-school situations.	
		applications
102.	Memorizing principles of this book does not assure their application to subsequent teaching-learning [arrangements, situations].	
		situations
103.	Trying out newly acquired principles in the classroom or in one's own learning is the most direct means of [applying, verifying] them.	
		applying
104.	Kilpatrick states that a person who understands a word fully not only applies but actually lives the [definition, meaning] of the word.	
		meaning
105.*	Independence in conceptual learning calls for aiding the learner to [criticize, evaluate] the adequacy of his concepts.	
		evaluate
106.	Prospective teachers, as other persons, should assume initiative for evaluating the [adequacy, strength] of their concepts.	
		adequacy
107.	Teaching concepts as words to be memorized is a negative instance of aiding the [learner, teacher] to evaluate the adequacy of his concepts.	
		learner

COMPLETION ITEMS

CHAPTER 6 COGNITIVE LEARNING OUTCOMES I: FACTS AND CONCEPTS

A. THE NATURE OF FACTS, CONCEPTS, AND KNOWLEDGE—Facts— Concepts

1. Something that has happened—an event, an actual state of affairs—is a [].
fact
2. The meaning that the individual associates with words, other signs, and direct sensory experiences is a [].
concept
3. Concepts are not formed in the absence of facts; however, facts may be memorized and recalled without associating [me] with them.
meaning
4. The meaningfulness of a concept depends upon previous associations with and [di] of the events or objects which the concept embodies.
discriminations
5. The calling of a word or number by a certain name is a fact or an arbitrary [as].
association
6. Rather than trying to explain to a child why "threw" and "through" are spelled the way they are, it is better to accept these as [] to be learned as such.
facts
7. The names given to the parts of speech are likewise [] to be accepted.
facts
8. Once we accept the fact that "noun" is a word, we can proceed with acquiring the [co] of noun as a word used to name a person, place, or thing.
concept
9. The child's giving the correct name of each digit is an example of learning accepted [].
facts

COMPLETION ITEMS

- | | |
|--|-----------------------|
| <p>10. That Truman and Eisenhower were presidents of the USA is an accepted [].</p> | <p>fact</p> |
| <p>11. Symbols, including words and numerals, are useful in interpreting and communicating. Correct meanings of many concepts are acquired and transmitted with the use of [].</p> | <p>symbols</p> |
| <p>12. Phenomena which man cannot experience directly can be described quite accurately through use of a large and complex system of [].</p> | <p>symbols</p> |
| <p>13. Generalizations and principles are complex concepts. Several single-word concepts are combined into a [].</p> | <p>generalization</p> |
| <p>14. Generalizations that imply action are [].</p> | <p>principles</p> |
| <p>15. The generalizations in <i>Learning and Human Abilities</i> which serve to guide the reader's actions in learning situations are [].</p> | <p>principles</p> |
| <p>16. The efficient acquisition of concepts is much the same, regardless of the subject fields in which the [] are encountered.</p> | <p>concepts</p> |
| <p>17. Two persons do not necessarily arrive at the same concept through studying identical facts. Differences among men and nations in part result from different interpretations of the same [].</p> | <p>facts</p> |
| <p>B. PERCEPTION, DISCRIMINATION, AND ABSTRACTION IN CONCEPT LEARNING—Sensory Experiences—Discrimination and Perception—Abstraction—Patterning of Perceptions</p> | |
| <p>18. Sensing and discriminating are required in learning facts. In addition, perceiving and abstracting are required in learning [].</p> | <p>concepts</p> |

CHAPTER 6

19. The direct contact the individual has with the outside world is through his []
organs. sense

20. The raw material of all learning is the multitude of [] experiences of the individual. sensory

21. To differentiate among various sensory stimuli an individual must []. discriminate

22. When the child sees lightning and calls it "lightning," we know that he has [] and can use verbal symbols to communicate. discriminated

23. When an individual associates meaning with [] experiences he is perceiving. sensory

24. One's concept of a tree is not comprised of the specific characteristics of every tree seen, but of tree qualities [ab] from all the relevant experiences. abstracted

25. A concept is both less and more than the [in] from which it is formed. instances

26. A well developed concept of animal enables one to discriminate among and to [cl] many animals correctly. classify

27. Not only perceiving but the patterning of perceptions is important in concept learning. For example, the meaning obtained from reading is partly determined by the organization of the material and partly by how the individual organizes the stimuli into a []. pattern

28. In perceiving and forming a pattern, the tendency is to survey the entire field, then to focus upon the []. parts

29. The better perceived parts are then brought into a more [] whole. meaningful

COMPLETION ITEMS

30. Although a sensory experience is vague, the motivated person normally tries to organize his perceptions of it into a [] pattern.	meaningful
31. Murphy and Jenkin have shown that positive affect is associated with the individual's making more accurate [] and recalling them,	perceptions
32. whereas threatening or noxious stimuli that produce negative [] lead to forgetting.	affect
C. DEVELOPMENTAL TRENDS IN CONCEPTUAL LEARNING	
33. Our knowledge of developmental trends in the learning of [] is incomplete.	concepts
34. The number of basic words recognized by students from the 1st through the 12th grade provides a rough estimate of [] trends in concept learning.	developmental
35. Millard found that nearly 100% of children's verbal responses were [] at the age of 36 months.	comprehensible
36. Smith reported the median number of words in the child's vocabulary to be about [] in Grade 1,	16,000
37. and about [] in Grade 12.	47,000
38. Ames reported that, among other trends, most children knew whether it was morning or afternoon as early as age [],	4
39. most knew the number of minutes in an hour as early as age [],	7
40. and most named the days of the month correctly as early as age [].	8

CHAPTER 6

41. The child's intelligence, home environment, and instruction in school are important determinants of the meaningfulness of his mathematical [].

concepts
42. In Sigel's study of developmental trends in abstraction, children properly classified "vehicle" objects at an earlier age than [] objects;

nonliving
43. children also found nonliving to be a more difficult [ab] than vehicle;

abstraction
44. Sigel's study also showed that the ability to [] increased with age.

abstract
45. Piaget classified seventeen distinct types of causal explanations in children, each characteristic of a [de] stage.

developmental
46. Different from Piaget, Deutsche reported nearly all children's responses regarding causality to fall into four categories — phenomenistic, dynamic, mechanical, and [] deduction.

logical
47. A child's explaining that a pebble sinks to the bottom of the water because it is brown is indicative of phenomenistic [].

causality
48. An explanation that clouds move across the sky because something in the cloud pushes them exemplifies [] causality.

dynamic
49. That clouds move because the wind pushes them illustrates [] causality.

mechanical
50. A rock sinks because it is heavier than water illustrates logical [].

deduction

COMPLETION ITEMS

51. Deutsche concluded that the development of causal relations is continuous and cannot be classified into distinct and separate [].

stages

52. Oakes, like Deutsche, reported the development of causal thinking to be [];

continuous

53. some kindergarten children demonstrated better understanding of science [] than did 6th-graders.

concepts

54. Ausubel and Schiff, like Oakes, found a rapid increase in children's understanding of [] relationships during the elementary grades.

causal

55. The research on concept formation indicates greater ability to discriminate, to abstract, and to acquire meaningful [] with increasing age;

concepts

56. it also indicates wide variability in children of the same [] age.

chronological

57. The extent to which education in school determines the methods children use for acquiring their [] is not clear.

concepts

D. PRINCIPLES FOR FACILITATING THE LEARNING OF FACTS

- Organize Factual Material into Appropriate Learning Units
- Secure the Correct Response on the First Try
- Reinforce Correct Responses; Correct Errors Immediately
- Practice and Review Until the Facts Are Firmly Established
- Aid the Learner to Evaluate His Own Responses

58. McGeoch and Irion concluded that human beings learn meaningful material more efficiently than [] material,

meaningless

59. and that in educational settings the acquisition of meaning does and should take precedence over [] learning of words.

rote

CHAPTER 6

- 60.* Difficulty, length, and relationships among the parts of a larger body of factual material should be considered when organizing [] material into appropriate learning units for students.
-
- factual
61. Krueger showed that [] items, in comparison with easy items, required more time to learn.
-
- difficult
62. As the number of facts to be memorized increases, so also does the time required to learn each [].
-
- fact
63. Presenting the names of presidents in an alphabetical sequence does not facilitate the students' perceiving [].
-
- relationships
- 64.* When a teacher works with one child, rather than a large group, it is relatively easier to secure the correct [] on the first try.
-
- response
65. Whether the fact to be learned is a single item, such as pronouncing a word correctly, or of a method, such as the order of adding ingredients in making a cake, the first response should be the [] one.
-
- correct
66. When first learning the parts of speech, "my" should be called a(n) [].
-
- pronoun
- 67.* The learning of facts is facilitated by reinforcing correct [],
-
- responses
68. and by correcting [] immediately.
-
- errors
69. Verbal reinforcement may be interpreted by an individual as confirming that his [] is correct or as a reward for responding correctly.
-
- response

*Designates the first item for each successive principle.

COMPLETION ITEMS

- | | | |
|------|---|---------------|
| 70. | Reinforcement immediately following the correct response is more effective than [] reinforcement. | |
| 71. | Humphreys and Grant found that 25% reinforcement was more effective than 100% reinforcement in preventing extinction of a conditioned []. | delayed |
| 72. | Auble and Mech concluded that children's correct responses should be [] at reasonable intervals, not necessarily at a 50% level or higher. | response |
| 73. | B. F. Skinner judges that there is too little [] used in the classroom, | reinforced |
| 74. | and that teaching [] can do a better job of reinforcing than can a teacher. | reinforcement |
| 75. | At present, however, we cannot reliably estimate the extent to which learners who are trained with machines can become [] persons. | machines |
| 76. | An incorrect response followed by a punishment may be interpreted to mean that the response is incorrect, but it does not help the person learn what the [] response is. | creative |
| 77. | Immediately after the learner makes an incorrect response or uses an inappropriate method, the teacher should help him learn the correct [] or the better method. | correct |
| 78.* | For permanent learning of factual material, practice and [] until the facts are firmly established. | response |
| 79. | A fact or response when practiced after one perfect recitation is by definition [ov]. | review |
| | | overlearned |

CHAPTER 6

80. For overlearning to be effective, the repetition must be carried out with intent to learn; mere [] does not constitute overlearning.
-
- repetition
81. According to Kruger, 50% [] improved the retention of nonsense material.
-
- overlearning
82. Cain and Willey demonstrated that distributed practice of nonsense material, in comparison with massed [], resulted in more efficient retention.
-
- practice
83. To facilitate the learning of any factual material that is of low meaningfulness, practice and [] are essential.
-
- review
- 84.* Independence in learning is desirable; therefore the teacher aids the learner to evaluate his own [].
-
- responses
85. No person of average or above-average intelligence should be totally dependent on some other person to arrange [pr] sessions for him.
-
- practice
86. No person can or should learn all the [] known to mankind;
-
- facts
87. therefore, each teacher must decide which facts are [] for students to learn,
-
- essential
88. and should aid students in acquiring skills whereby they can secure needed [] for themselves.
-
- facts

COMPLETION ITEMS

E. PRINCIPLES FOR FACILITATING THE LEARNING OF CONCEPTS

- Organize Concepts into Appropriate Learning Units
- Encourage and Guide Searching Behavior
- Organize Realistic Experiences with the Concept
- Give Concise, Clear Meanings of the Concept
- Provide for Applications of the Concept
- Aid the Learner to Evaluate the Adequacy of His Concepts

- 89.* Difficulty, length, and relationships, discussed in connection with the learning of facts, also apply to organizing [] into appropriate learning units.
-
- concepts
90. Elementary, high school, and college dictionaries exemplify recognition of these three dimensions as applied to [].
-
- concepts
91. Securing the definitions of five words from a college dictionary is not an appropriate learning [] for a 6th-grader.
-
- unit
- 92.* Concept learning is facilitated when the teacher encourages and guides [] behavior.
-
- searching
93. Della-Piana reported that significantly more meanings were acquired when students were encouraged to [].
-
- search
94. Kittell and Craig demonstrated that concept learning was more efficient when the searching behavior was also [].
-
- guided
95. Presenting too much information discourages searching [].
-
- behavior
- 96.* Explaining verbally is not a substitute for organizing realistic experiences with the [].
-
- concept
97. Observing and hearing birds and dogs are realistic [] with the concept, animal.
-
- experiences

CHAPTER 6

98. The teacher should not []
realistic experiences in connection with such
concepts as eternity, jealousy, and murder.
organize
-
- 99.* Realistic experiences with events and
phenomena should be accompanied by giving
concise, clear [] of the
underlying concepts.
meanings
-
100. A teacher should not only provide realistic
experiences with animals but also formulate
a clear, concise definition of the word,
[].
animal
-
- 101.* Concepts serve to guide behavior in many
situations when the teacher provides for
[] of them to out-of-
school situations.
applications
-
102. Memorizing principles of this book does not
assure their application to subsequent
teaching-learning [].
situations
-
103. Trying out newly acquired principles in the
classroom or in one's own learning is the most
direct means of [] them.
applying
-
104. Kilpatrick states that a person who understands
a word fully not only applies but actually lives
the [] of the word.
meaning
-
- 105.* Independence in conceptual learning calls for
aiding the learner to [] the
adequacy of his concepts.
evaluate
-
106. Prospective teachers, as other persons, should
assume initiative for evaluating the
[] of their concepts.
adequacy
-
107. Teaching concepts as words to be memorized
is a negative instance of aiding the
[] to evaluate the adequacy
of his concepts.
learner
-

RECOGNITION ITEMS

CHAPTER 7 COGNITIVE LEARNING OUTCOMES II : PROBLEM-SOLVING AND CREATIVITY

A. THE NATURE OF THINKING, PROBLEM-SOLVING, AND CREATIVITY— Thinking—Problem-Solving—Creativity

- | | |
|---|------------|
| 1. The ability to think and to solve problems is [continuous, similar] among the population, rather than being all-or-none. | continuous |
| 2. From the random and undirected sensing and discriminating of early infancy, [remembering, thinking] with the use of symbols gradually emerges. | thinking |
| 3. To answer "What is your name?" compared with "What would you like to be doing ten years from now?" requires less complex [divergent, thought] processes. | thought |
| 4. Dewey identified five phases in reflective thinking. A state of doubt, hesitation, perplexity, or mental difficulty is necessary for [random, reflective] thinking to begin. | reflective |
| 5. Kingsley and Garry, like Dewey, suggest that a difficulty of some sort must be experienced in order for [goals, thinking] to originate. | thinking |
| 6. Wertheimer clarified the nature of productive thinking. As other gestalt psychologists, he emphasized structuring and restructuring of the perceptual field in [conditioned, productive] thinking. | productive |
| 7. Guilford differentiated between convergent and divergent thinking and called productive thinking which leads to a right, best, or conventional answer [convergent, holistic] thinking; | convergent |
| 8. productive thinking which leads in different directions, not necessarily to a right or conventional solution, is called [divergent, reflective] thinking. | divergent |

CHAPTER 7

9. Reasoning and convergent thinking lead to similar outcomes. McNemar found superior reasoners better than poor reasoners in a number of ways, one of which was locating a crucial aspect of the [concept, problem].

problem

10. Kostick, as some other researchers, found boys superior to girls in [interests, reasoning].

reasoning

11. Common elements considered as thinking by Dewey, Wertheimer, and others are these: first, thinking involves [mental, physical] activity which originates with a feeling of doubt or dissatisfaction;

mental

12. second, there must be a focusing upon a problem or perceived elements of a situation for the thinking to be [productive, stimulating];

productive

13. third, once the problem is intellectualized, thinking is directed toward its [end, solution];

solution

14. then a tentative solution or hypothesis is formulated and is followed by evaluating or [analyzing, testing] it.

testing

15. In considering creativity, Guilford's clarification of the nature of [deductive, divergent] thinking is especially important.

divergent

16. Many exercises are not problems; however, when an individual encounters a situation where he must respond but where he does not have immediately available the methods, the information, or both to arrive at a solution without further thinking, a [problem, test] exists for him.

problem

17. For the experienced typist, reproducing a copy of a printed page is not a [problem, process].

problem

18. However, if the typist were presented material in shorthand and could not read some of the symbols, a [handicap, problem] would be faced.

problem

RECOGNITION ITEMS

19. Helping learners identify significant problems and deciding the kinds of methods and information they are capable of acquiring is a principal task of the [teacher, textbook].	teacher
20. By using vocabulary which the learner understands and by using symbols which the learner relates to his own experience, the teacher conveys the [meaning, novelty] of a problem.	meaning
21. The sequence of cognitive operations in problem-solving is much the same as the sequence in purposeful [identification, learning].	learning
22. Once a problem is intellectualized, achieving a solution becomes the individual's [goal, job].	goal
23. An important behavior during problem-solving is to withhold final [judgment, solution],	judgment
24. and not to accept an inappropriate [hypothesis, solution].	solution
25. Many important problems cannot be solved simply by thinking about them; often the individual must actively seek more [information, opinions].	information
26. If the solution of the problem involves production of an object or product, some [psychomotor, unknown] abilities are also required.	psychomotor
27. In connection with social problems one must take into account the effects of the proposed [actions, solutions] upon others.	solutions
28. Thinking about a problem, including means-end relationships, and arriving at a solution suddenly is indicative of [insight, thought].	insight
29. Gestalt psychologists emphasize the importance of [imitation, insight] in solving problems.	insight
30. Some problems are solved by gradually eliminating successive hypotheses; others are solved suddenly with [insight, precision].	insight

CHAPTER 7

31. Persistent and inflexible use of an inappropriate method in attempting to solve problems is indicative of [perseverance, rigidity].
rigidity
32. Johnson concluded that a general personality factor of rigidity has not been established; however, individuals attack a series of similar tasks using fairly [consistent, flexible] methods.
consistent
33. Goldner found individuals to be fairly consistent in meeting similar tasks with rigidity or flexibility; however, the same individuals were rigid on some tasks, [compromising, flexible] on others.
flexible
34. Birch and Rabinowitz showed that prior successful use of one tool in solving a series of similar problems resulted in functional [relief, rigidity].
rigidity
35. Rhine, as Schroder and Hunt, demonstrated that problem-solving processes were significantly poorer after failure than after [anxiety, success] experiences.
success
36. The experimentally-demonstrated effects of rigidity and failure on problem-solving imply that the teacher should make certain that more than one problem-solving approach or [device, method] is encouraged;
method
37. and the teacher should help individuals who are trying hard but who are experiencing [anxiety, failure].
failure
38. The size of the group, the feelings of the group members toward one another, and other factors are related to efficient problem-solving by [groups, individuals].
groups
39. Lorge and others reported experiments that showed the quality of problem solutions produced by groups, compared with that evolved by individuals, to be [inferior, superior].
superior

RECOGNITION ITEMS

40. Most experiments have used ad hoc groups solving trivial problems rather than functionally operating groups working on [experimental, significant] problems.	significant
41. Drevdahl defined creativity as the capacity to produce compositions, products, ideas, or methods which are essentially new or [novel, unique] and previously unknown to the producer.	novel
42. Drevdahl and Cattell reported verbal facility and fluency, flexibility, originality, emotional sensitivity, unconventionality, and radicalism to be traits which to some extent differentiated [creative, scientific] from non-creative groups.	creative
43. Three factors established by Guilford as clearly related to creativity are fluency, flexibility, and [conformity, originality];	originality
44. uncommonness, remoteness, and cleverness are dimensions of originality. Something infrequently produced by the population of which the individual is a member is designated [specificity, uncommonness] of response;	uncommonness
45. indirect associations that are made infrequently by the population of which the individual is a member illustrate [generalization, remoteness] of response;	remoteness
46. producing responses that are rated clever by judges is indicative of [cleverness, curiosity].	cleverness
47. Creativity is not an all-or-none proposition; instead it exists on a [balance, continuum] among individuals.	continuum
48. A creative product or method involves not one but many [abilities, superiorities].	abilities
49. Besides having abilities, the creative person, if his work survives, must [build, produce] something.	produce

CHAPTER 7

50. Among the adults identified in childhood as gifted, Terman identified an unproductive and a [competitive, productive] group;
productive
51. the unequal amount of productivity was associated less with intellectual and more with [cognitive, personality] traits.
personality
- B. DEVELOPMENTAL TRENDS IN PROBLEM-SOLVING AND CREATIVE ABILITIES
52. With increasing age and experience, children improve in discriminating, perceiving, evaluating and similar [affective, cognitive] processes.
cognitive
53. Similarly, they improve in coordination, flexibility, strength and other [affective, psychomotor] abilities.
psychomotor
54. With increasing maturation, performances of children improve when solving [problems, puzzles] requiring the use of psychomotor abilities.
problems
55. Little systematic knowledge has been accumulated concerning specific [problems, tasks] which children of varying characteristics can solve.
problems
56. With increasing maturity, better control of emotions, skill in meeting emotional situations, and similar [affective, psychomotor] characteristics emerge.
affective
57. The previous changes that occur with maturation are desirable in improving both problem-solving and [creative, decisive] abilities.
creative
58. However, prejudice and rigidity also may increase with further [development, maturation];
maturation
59. these are detrimental to the development of problem-solving and creative [abilities, notions].
abilities

RECOGNITION ITEMS

C. PRINCIPLES FOR IMPROVING PROBLEM-SOLVING ABILITIES

- Activate Solvable Problems in the Learning Situation
- Assist the Learner to State and Delimit the Problems
- Assist the Learner in Finding Needed Information and Methods
- Aid the Learner in Interpreting and Analyzing
- Provide Opportunities for Stating and Testing Hypotheses
- Encourage Independent Discovery and Evaluation

60.* To improve problem-solving abilities, the teacher should activate solvable [ideas, problems] in the learning situation.

problems

61. Whole-class and small-group discussion are helpful in activating solvable problems in the learning [environment, situation].

situation

62. Assigning all students the same exercises is usually not helpful in [activating, describing] solvable problems.

activating

63.* Most learners need assistance in stating and delimiting the [exercises, problems].

problems

64. Teacher discussion with individuals and small groups is useful in assisting the learner to state and [delimit, describe] the problem.

delimit

65. Putting vaguely experienced feelings into questions or other concise statements is essential for [knowing, stating] and delimiting the problem.

stating

66. Suggesting that students, without further instruction, make a community survey is a negative example of assisting the learners to state and delimit [assignments, problems].

problems

67.* Giving college students a list of readily-accessible library books dealing with their problems assists the learner in finding needed [information, solutions] and methods.

information

*Designates the first item for each successive principle.

CHAPTER 7

68. An instructor has students discuss what they know about a series of related problems. This may assist the learner in finding needed [information, materials] and methods.
information
69. Making available a cook book in a home-economics class may assist the learner in finding needed information and [ingredients, methods].
methods
- 70.* Especially in the social and behavioral sciences, where there are conflicting opinions and values, students need assistance in interpreting and analyzing [details, information].
information
71. Student teachers study ten articles about discipline. Some need assistance in interpreting and [analyzing, memorizing] the information.
analyzing
72. Reading about provisions for differences among pupils in rate of learning is not sufficient for most prospective teachers. They need aid in [interpreting, recognizing] and analyzing information and methods.
interpreting
- 73.* Problem-solving processes often are incomplete in the classroom because teachers do not provide opportunities for stating and testing [facts, hypotheses].
hypotheses
74. One means of testing hypotheses is through discussion. Actual situations are usually essential for final [examination, testing] of hypotheses.
testing
75. In classes of prospective teachers, demonstration by one group, with their classmates serving as the learners, provides an [example, opportunity] for stating and testing hypotheses connected with problems of teaching.
opportunity
76. Having students memorize a solution to a science problem does not provide opportunity for [knowing, stating] and testing hypotheses.
stating

RECOGNITION ITEMS

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| 77.* To achieve excellence in problem-solving, the teacher should [encourage, try] independent discovery and evaluation. | encourage |
| 78. Accepting only teacher-made problems and solutions does not encourage [independent, real] discovery and evaluation. | independent |
| 79. Students accept some incorrect solutions or methods temporarily when the teacher encourages independent discovery and [appraisal, evaluation]. | evaluation |
| 80. Learning to profit from mistakes, in and out of school, should accrue from encouraging independent [attitudes, discovery] and evaluation. | discovery |
| <p>D. PRINCIPLES FOR ENCOURAGING CREATIVITY</p> <ul style="list-style-type: none"> —Encourage Original Expressions in Many Media —Foster Flexibility Rather Than Dependent Conformity —Allow Time for Creativity to Unfold —Encourage Productivity | |
| 81. Principles for learning factual information and concepts are more firmly founded on research than are principles related to [creativity, skills]. | creativity |
| 82. MacLeish stated that in his course in writing, the teacher reads, the student writes, and the teacher does not tell the students what to [think, write]. | write |
| 83. MacLeish implied that a usual course in English composition is very different from one in [creative, essay] writing. | creative |
| 84.* Focusing all instruction upon students' acquiring only what mankind already knows does not encourage [original, verbal] expression. | original |
| 85. Teaching as correct only one interpretation of factual information does not [encourage, thwart] original expression. | encourage |

CHAPTER 7

86. A balanced curriculum which includes art, music, physical rhythms and the like may encourage original expression in many [media, notions].	media
87. Polak believes that a regressive tendency has appeared in Western culture which stifles original [expression, feats].	expression
88. The inculcating of specific beliefs and methods does not [discourage, encourage] original expression in many media.	encourage
89. * To encourage creative expression in school, the teacher must foster flexibility rather than dependent [conformity, inertia].	conformity
90. Not lawlessness or no values but a readiness to change behavior as necessary to meet new problems is characteristic of [flexibility, persuasion].	flexibility
91. A teacher's insisting on every student's using the same method for acquiring information probably fosters [dependent, lawful] conformity.	dependent
92. Getzels and Jackson found some students to be high in IQ and in creativity, others to be high in IQ but [deficient, lower] in creativity.	lower
93. Getzels and Jackson noted that teachers preferred students of high IQ and [higher, lower] creativity.	lower
94. * Rather than expecting a sudden production of a great work, we should allow time for creativity to [start, unfold].	unfold
95. The production of art work, poetry, and the like was shown by Johnson to involve preparation, formulation, and revision. During the first quarter of activity most time is spent on [preparation, revision];	preparation
96. during the last quarter, most time is spent on [formulation, revision].	revision

COMPLETION ITEMS

97.	Spontaneous expressions of younger children are to be encouraged in a variety of activities, but time must be allowed for [creativity, expression] to unfold.	
		creativity
98.*	Having students write and keep original stories and poems throughout their school years is an example of encouraging [attainment, productivity].	
		productivity
99.	Famous poets and artists, remembered for their great works, [considered, produced] some mediocre results also.	
		produced
100.	Having students produce several paintings or other pieces of art work before displaying one is a means of [discouraging, encouraging] productivity.	
		encouraging
101.	In written symbols, oral expression, art, music, and physical movements, learners should be encouraged to transform ideas into performances and [beliefs, products].	
		products

COMPLETION ITEMS

CHAPTER 7 COGNITIVE LEARNING OUTCOMES II: PROBLEM-SOLVING AND CREATIVITY

A.	THE NATURE OF THINKING, PROBLEM-SOLVING, AND CREATIVITY—Thinking—Problem-Solving—Creativity	
1.	The ability to think and to solve problems is [] among the population, rather than being all-or-none.	
		continuous
2.	From the random and undirected sensing and discriminating of early infancy, [] with the use of symbols gradually emerges.	
		thinking

CHAPTER 7

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| 3. To answer "What is your name?" compared with "What would you like to be doing ten years from now?" requires less complex [] processes. | thought |
| 4. Dewey identified five phases in reflective thinking. A state of doubt, hesitation, perplexity, or mental difficulty is necessary for [] thinking to begin. | reflective |
| 5. Kingsley and Garry, like Dewey, suggest that a difficulty of some sort must be experienced in order for [] to originate. | thinking |
| 6. Wertheimer clarified the nature of productive thinking. As other gestalt psychologists, he emphasized structuring and restructuring of the perceptual field in [] thinking. | productive |
| 7. Guilford differentiated between convergent and divergent thinking and called productive thinking which leads to a right, best, or conventional answer [] thinking; | convergent |
| 8. productive thinking which leads in different directions, not necessarily to a right or conventional solution, is called [] thinking. | divergent |
| 9. Reasoning and convergent thinking lead to similar outcomes. McNemar found superior reasoners better than poor reasoners in a number of ways, one of which was locating a crucial aspect of the []. | problem |
| 10. Kostick, as some other researchers, found boys superior to girls in []. | reasoning |
| 11. Common elements considered as thinking by Dewey, Wertheimer, and others are these: first, thinking involves [] activity which originates with a feeling of doubt or dissatisfaction; | mental |

COMPLETION ITEMS

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| 12. second, there must be a focusing upon a problem or perceived elements of a situation for thinking to be [pr]; | productive |
| 13. third, once the problem is intellectualized, thinking is directed toward its []; | solution |
| 14. then a tentative solution or hypothesis is formulated and is followed by evaluating or [] it. | testing |
| 15. In considering creativity, Guilford's clarification of the nature of [] thinking is especially important. | divergent |
| 16. Many exercises are not problems; however, when an individual encounters a situation where he must respond but where he does not have immediately available the methods, the information, or both to arrive at a solution without further thinking, a [] exists for him. | problem |
| 17. For the experienced typist, reproducing a copy of a printed page is not a []. | problem |
| 18. However, if the typist were presented material in shorthand and could not read some of the symbols, a [] would be faced. | problem |
| 19. Helping learners identify significant problems and deciding the kinds of methods and information they are capable of acquiring is a principal task of the []. | teacher |
| 20. By using vocabulary which the learner understands and by using symbols which the learner relates to his own experience, the teacher conveys the [] of a problem. | meaning |
| 21. The sequence of cognitive operations in problem-solving is much the same as the sequence in purposeful []. | learning |
| 22. Once a problem is intellectualized, achieving a solution becomes the individual's []. | goal |

CHAPTER 7

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| 23. An important behavior during problem-solving is to withhold final [ju], | judgment |
| 24. and not to accept an inappropriate []. | solution |
| 25. Many important problems cannot be solved simply by thinking about them; often the individual must actively seek more []. | information |
| 26. If the solution of the problem involves production of an object or product, some [ps] abilities are also required. | psychomotor |
| 27. In connection with social problems one must take into account the effects of the proposed [] upon others. | solutions |
| 28. Thinking about a problem, including means-end relationships, and arriving at a solution suddenly is indicative of []. | insight |
| 29. Gestalt psychologists emphasize the importance of [] in solving problems. | insight |
| 30. Some problems are solved by gradually eliminating successive hypotheses; others are solved suddenly with []. | insight |
| 31. Persistent and inflexible use of an inappropriate method in attempting to solve problems is indicative of []. | rigidity |
| 32. Johnson concluded that a general personality factor of rigidity has not been established; however, individuals attack a series of similar tasks using fairly [co] methods. | consistent |
| 33. Goldner found individuals to be fairly consistent in meeting similar tasks with rigidity or flexibility; however, the same individuals were rigid on some tasks, [] on others. | flexible |

COMPLETION ITEMS

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| 34. Birch and Rabinowitz showed that prior successful use of one tool in solving a series of similar problems resulted in functional []. | rigidity |
| 35. Rhine, as Schroder and Hunt, demonstrated that problem-solving processes were significantly poorer after failure than after [] experiences. | success |
| 36. The experimentally-demonstrated effects of rigidity and failure on problem-solving imply that the teacher should make certain that more than one problem-solving approach or [] is encouraged; | method |
| 37. and the teacher should help individuals who are trying hard but who are experiencing [fa] . | failure |
| 38. The size of the group, the feelings of the group members toward one another, and other factors are related to efficient problem-solving by [] . | groups |
| 39. Lorge and others reported experiments that showed the quality of problem solutions produced by groups, compared with that evolved by individuals, to be [] . | superior |
| 40. Most experiments have used ad hoc groups solving trivial problems rather than functionally operating groups working on [si] problems. | significant |
| 41. Drevdahl defined creativity as the capacity to produce compositions, products, ideas, or methods which are essentially new or [] and previously unknown to the producer. | novel |
| 42. Drevdahl and Cattell reported verbal facility and fluency, flexibility, originality, emotional sensitivity, unconventionality, and radicalism to be traits which to some extent differentiated [] from non-creative groups. | creative |

CHAPTER 7

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|---|--------------|
| 43. Three factors established by Guilford as clearly related to creativity are fluency, flexibility, and []; | originality |
| 44. uncommonness, remoteness, and cleverness are dimensions of originality. Something infrequently produced by the population of which the individual is a member is designated [] of response; | uncommonness |
| 45. indirect associations that are made infrequently by the population of which the individual is a member illustrate [] of response; | remoteness |
| 46. producing responses that are rated clever by judges is indicative of []. | cleverness |
| 47. Creativity is not an all-or-none proposition; instead it exists on a [] among individuals. | continuum |
| 48. A creative product or method involves not one but many [ab]. | abilities |
| 49. Besides having abilities, the creative person, if his work survives, must [] something. | produce |
| 50. Among the adults identified in childhood as gifted, Terman identified an unproductive and a [] group; | productive |
| 51. the unequal amount of productivity was associated less with intellectual and more with [] traits. | personality |
| B. DEVELOPMENTAL TRENDS IN PROBLEM-SOLVING AND CREATIVE ABILITIES | |
| 52. With increasing age and experience, children improve in discriminating, perceiving, evaluating and similar [] processes. | cognitive |
| 53. Similarly, they improve in coordination, flexibility, strength and other [] abilities. | psychomotor |

COMPLETION ITEMS

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| 54. With increasing maturation, performances of children improve when solving [] requiring the use of psychomotor abilities. | problems |
| 55. Little systematic knowledge has been accumulated concerning specific [] which children of varying characteristics can solve. | problems |
| 56. With increasing maturity, better control of emotions, skill in meeting emotional situations, and similar [] characteristics emerge. | affective |
| 57. The previous changes that occur with maturation are desirable in improving both problem-solving and [cr] abilities. | creative |
| 58. However, prejudice and rigidity also may increase with further []; | maturation |
| 59. these are detrimental to the development of problem-solving and creative []. | abilities |

C. PRINCIPLES FOR IMPROVING PROBLEM-SOLVING ABILITIES

- Activate Solvable Problems in the Learning Situation
—Assist the Learner to State and Delimit the Problems
—Assist the Learner in Finding Needed Information and Methods
—Aid the Learner in Interpreting and Analyzing
—Provide Opportunities for Stating and Testing Hypotheses
—Encourage Independent Discovery and Evaluation
- 60.* To improve problem-solving abilities, the teacher should activate solvable [] in the learning situation.
-
61. Whole-class and small-group discussion are helpful in activating solvable problems in the learning [].
-
62. Assigning all students the same exercises is usually not helpful in [] solvable problems.
-

*Designates the first item for each successive principle.

CHAPTER 7

- 63.* Most learners need assistance in stating and delimiting the [].
 _____ problems
64. Teacher discussion with individuals and small groups is useful in assisting the learner to state and [] the problem.
 _____ delimit
65. Putting vaguely experienced feelings into questions or other concise statements is essential for [] and delimiting the problem.
 _____ stating
66. Suggesting that students, without further instruction, make a community survey is a negative example of assisting the learners to state and delimit [].
 _____ problems
- 67.* Giving college students a list of readily-accessible library books dealing with their problems assists the learner in finding needed [] and methods.
 _____ information
68. An instructor has students discuss what they know about a series of related problems. This may assist the learner in finding needed [] and methods.
 _____ information
69. Making available a cook book in a home-economics class may assist the learner in finding needed information and [].
 _____ methods
- 70.* Especially in the social and behavioral sciences, where there are conflicting opinions and values, students need assistance in interpreting and analyzing [].
 _____ information
71. Student teachers study ten articles about discipline. Some need assistance in interpreting and [] the information.
 _____ analyzing
72. Reading about provisions for differences among pupils in rate of learning is not sufficient for most prospective teachers. They need aid in [] and analyzing information and methods.
 _____ interpreting

COMPLETION ITEMS

- 73.* Problem-solving processes often are incomplete in the classroom because teachers do not provide opportunities for stating and testing [].
hypotheses
-
74. One means of testing hypotheses is through discussion. Actual situations are usually essential for final [] of hypotheses.
testing
-
75. In classes of prospective teachers, demonstration by one group, with their classmates serving as the learners, provides an [] for stating and testing hypotheses connected with problems of teaching.
opportunity
-
76. Having students memorize a solution to a science problem does not provide opportunity for [] and testing hypotheses.
stating
-
- 77.* To achieve excellence in problem-solving, the teacher should [] independent discovery and evaluation.
encourage
-
78. Accepting only teacher-made problems and solutions does not encourage [] discovery and evaluation.
independent
-
79. Students accept some incorrect solutions or methods temporarily when the teacher encourages independent discovery and [].
evaluation
-
80. Learning to profit from mistakes, in and out of school, should accrue from encouraging independent [] and evaluation.
discovery
-
- D. PRINCIPLES FOR ENCOURAGING CREATIVITY
 —Encourage Original Expressions in Many Media
 —Foster Flexibility Rather Than Dependent Conformity
 —Allow Time for Creativity to Unfold
 —Encourage Productivity
81. Principles for learning factual information and concepts are more firmly founded on research than are principles related to [].
creativity
-

CHAPTER 7

82. MacLeish stated that in his course in writing, the teacher reads, the student writes, and the teacher does not tell the students what to [].
write
83. MacLeish implied that a usual course in English composition is very different from one in [] writing.
creative
- 84.* Focusing all instruction upon students' acquiring only what mankind already knows does not encourage [] expression.
original
85. Teaching as correct only one interpretation of factual information does not [] original expression.
encourage
86. A balanced curriculum which includes art, music, physical rhythms and the like may encourage original expression in many [].
media
87. Polak believes that a regressive tendency has appeared in Western culture which stifles original [].
expression
88. The inculcating of specific beliefs and methods does not [] original expression in many media.
encourage
- 89.* To encourage creative expression in school, the teacher must foster flexibility rather than dependent [].
conformity
90. Not lawlessness or no values but a readiness to change behavior as necessary to meet new problems is characteristic of [].
flexibility
91. A teacher's insisting on every student's using the same method for acquiring information probably fosters [] conformity.
dependent
92. Getzels and Jackson found some students to be high in IQ and in creativity, others to be high in IQ but [] in creativity.
lower

COMPLETION ITEMS

93.	Getzels and Jackson noted that teachers preferred students of high IQ and [] creativity.	
		lower
94.*	Rather than expecting a sudden production of a great work, we should allow time for creativity to [].	
		unfold
95.	The production of art work, poetry, and the like was shown by Johnson to involve preparation, formulation, and revision. During the first quarter of activity most time is spent on [];	
		preparation
96.	during the last quarter, most time is spent on [].	
		revision
97.	Spontaneous expressions of younger children are to be encouraged in a variety of activities, but time must be allowed for [] to unfold.	
		creativity
98.*	Having students write and keep original stories and poems throughout their school years is an example of encouraging [].	
		productivity
99.	Famous poets and artists, remembered for their great works, [] some mediocre results also.	
		produced
100.	Having students produce several paintings or other pieces of art work before displaying one is a means of [] productivity.	
		encouraging
101.	In written symbols, oral expression, art, music, and physical movements, learners should be encouraged to transform ideas into performances and [].	
		products

RECOGNITION ITEMS

CHAPTER 8 PSYCHOMOTOR ABILITIES AND SKILLS

A. THE NATURE OF PSYCHOMOTOR ABILITIES

1. Mankind's control of the environment has been dependent in part upon channeling his motor [abilities, traits]

abilities
2. into highly specialized [cognitive, motor] skills.

motor
3. The school child, skillful in a number of physical activities, has a(n) [advantage, handicap], other things being equal.

advantage
4. To identify and classify psychomotor abilities, one procedure is to ascertain the abilities associated with efficient performance of [affective, motor] activities;

motor
5. the second procedure is to administer psychomotor tests to predict subsequent [failure, success] in acquiring complex skills.

success
6. In Guilford's theoretical framework, a psychomotor ability is a psychomotor factor involving a part of the [body, system];

body
7. finger dexterity combines the body part, [finger, hand],

finger
8. and the psychomotor factor, [coordination, impulsion].

coordination
9. In common usage, psychomotor abilities and psychomotor [activities, factors] are used synonymously;

factors
10. that is, the six factors—strength, impulsion, speed, precision, coordination, and flexibility—are treated as [abilities, actions].

abilities

RECOGNITION ITEMS

11. Not all the specific abilities underlying efficient performance in art, typing, instrumental music, and other school subjects have been [considered, identified].	identified
12. Fleishman reported considerable but systematic changes in the pattern of abilities contributing to proficiency in a complex motor task from the beginning to the end of [effort, practice];	practice
13. some abilities increased in importance with practice, others [decreased, faded];	decreased
14. and still others were fairly [dynamic, stable] throughout the entire length of practice.	stable
15. Woodrow, experimenting with verbal skills, also found the importance or weight of various abilities to [change, stabilize] with practice.	change
16. Based upon these studies, one infers that final efficiency in typing or instrumental music [can, cannot] be predicted reliably from early performances.	cannot
17. In connection with improving skills in school settings, much is yet to be learned about the [fine, psychomotor] abilities of boys and girls	psychomotor
18. at various age or [anatomical, developmental] levels	developmental
19. before optimum instruction can be arranged to [channel, develop] their abilities fully.	develop
B. DEVELOPMENTAL TRENDS IN PSYCHOMOTOR ABILITIES—Strength of Grip—Reaction Time—Speed—Balance—Writing Skill	
20. Strength of grip correlates higher with IQ and educational achievement than do such physical characteristics as height and [structure, weight],	weight
21. and it also correlates positively with general [illness, vitality].	vitality

CHAPTER 8

22. Jones reported strength of grip to increase at about the same rate for boys and girls until age [13, 18];	13
23. at age 13 the rate decelerated for [boys, girls],	girls
24. but continued to accelerate for boys until age [14, 18];	18
25. at age 18, only the [boys, girls] have achieved their maximum strength.	girls
26. The superiority of boys in strength is accounted for by both [biological, instructional] and cultural factors.	biological
27. In many emergency situations the ability, [reaction, response] time, is critical.	reaction
28. The rates for pursuit, digital, and foot reaction time were shown by Miles to [accelerate, decelerate] rapidly until about age 16;	accelerate
29. to level off or actually [decelerate, regress] slightly until about age 60;	decelerate
30. and to [decelerate, deteriorate] rapidly after age 60.	decelerate
31. How much of the rapid acceleration during school years is attributable to instruction and how much to [hormones, maturation] is not known.	maturation
32. In a variety of games and school subjects such as typing, speed is an important underlying factor or [ability, characteristic].	ability
33. According to Francis and Rarick, the rate of speed of running shows a steady [acceleration, deceleration] for normal boys, age 8-14,	acceleration
34. rapid deceleration for normal girls after age [13, 18],	13
35. with mentally retarded boys and girls being [higher, lower] than normal children throughout.	lower

RECOGNITION ITEMS

36. Cron and Pronko found balance, somewhat like strength and speed, to [decrease, increase] until age 12;	increase
37. however, at age 8 the girls had [higher, lower] scores than the boys.	higher
38. Writing is one of the few psychomotor activities in which most children receive formal [discipline, instruction].	instruction
39. According to Ames and Ilg, children at age 6 show reversals in printing some letters and also some [capitals, numerals];	numerals
40. however, reversals of numerals and letters seldom appear at age [8, 12];	8
41. from age 6 to 9, there is continuous [difficulty, improvement] in writing.	improvement
42. Developmental trends as reported above conceal differences among [classes, individuals] in writing and other psychomotor abilities.	individuals
C. CHARACTERISTICS OF SKILLED PERFORMANCE—Differentiation of Cues—Trial, Correction, and Confirmation—Rapid and Accurate Movements—Coordination of Movements and Responses	
43. The highly skilled performance, in comparison with the less skilled, is characterized by better differentiation of [acts, cues] to guide actions;	cues
44. more rapid trial, correction, and confirmation of movements or other [ideas, responses];	responses
45. more rapid movements, trials, or other responses; and more highly [coordinated, rated] movements or other responses.	coordinated
46. The skillful driver, when parking a car, uses fewer and less obvious [cues, efforts] than does a beginner.	cues

CHAPTER 8

47. In using a dictionary skillfully to find a correct spelling, one makes a series of rapid [efforts, trials] and corrections
trials
48. before finding the desired word and [confirming, satisfying] its correctness.
confirming
49. In parallel parking also, a series of rapid trials and [attempts, corrections] is made before final confirmation.
corrections
50. Skill in any complex psychomotor task requires continuous trials, corrections, and confirmations guided by differentiation of [cues, trials].
cues
51. The skillful typist makes rapid and accurate [actions, movements];
movements
52. also, the movements are [coordinated, correlated] with other responses
coordinated
53. to produce evenly typed copy with few or no [delays, errors].
errors
54. Each sequential act is performed correctly at precisely the right instant, which is characteristic of [coordination, flexibility].
coordination

D. PRINCIPLES FOR IMPROVING SKILL LEARNING

- Analyze the Skill Before Attempting to Guide the Learner
- Demonstrate the Correct Response
- Guide Initial Responses Verbally and, If Necessary, Physically
- Provide for Appropriate Practice Tasks
- Distribute Rather Than Mass the Practice
- Provide Knowledge of Results and Correct Inadequate Responses
- Aid the Learner to Evaluate His Responses

55. Skills vary with respect to the amount of [cognitive, psychomotor] and perceptual involvement.
psychomotor
56. Walking, running, and similar skills require relatively low [perceptual, psychomotor] involvement.
perceptual

RECOGNITION ITEMS

57. One's walking is guided more by internal and kinesthetic cues than by visual and auditory [cues, responses].	cues
58. Typing, playing an instrument, and similar skills involve both psychomotor and [affective, perceptual] components.	perceptual
59. The typist's movements are initiated and guided by what he [perceives, remembers].	perceives
60. Reading rapidly and similar skills are high in the [perceptual, psychomotor] component.	perceptual
61. Using a dictionary well requires rapid perception of [many, visual] cues.	visual
62. The principles which follow apply to all skills, whether high, low, or moderate in psychomotor and perceptual [components, movements].	components
63.* Proper seating and lighting arrangements for left-handed persons in handwriting instruction illustrates the necessity for [analyzing, practicing] the skill before attempting to guide the learner.	analyzing
64. Pitching the music too high for boys in junior high school is an example of not analyzing the skill before attempting to [direct, guide] the learner.	guide
65. Swanson's study of voice change in boys illustrates the importance of analyzing the [skill, voice] before attempting to guide the learner.	skill
66. Green, Solley, and West showed that emphasizing accuracy and deemphasizing speed in beginning typing resulted in lower [accuracy, speed].	speed
67.* The teacher facilitates the learning of many skills by [demonstrating, hearing] the correct response.	demonstrating

* Designates the first item for each successive principle.

CHAPTER 8

68. This principle assumes that there is one or more [correct, simple] responses for most skills.	correct
69. In many instances the learner should not try to imitate the [demonstration, performance] precisely;	demonstration
70. each individual's movements and form are somewhat [unique, variable].	unique
71. If the learners are to produce novel and unique expressions or products, the teacher should not provide a model to be [imitated, reinforced].	imitated
72.* In beginning handwriting, instrumental music, and similar skills, the teacher should guide initial responses verbally and, if necessary, [forcefully, physically].	physically
73. Practicing and doing are not sufficient; the teacher should also [correct, guide] verbally and, if necessary, physically.	guide
74. Davies concluded that verbal guidance aids the student while learning a skill through: directing the learner's [attention, energy] to more adequate techniques,	attention
75. promoting the growth of intellectual insight into factors related to [objectives, success],	success
76. and giving security and confidence to change toward a [better, feasible] mode of behavior.	better
77. Waterland and Twining demonstrated clearly that mental practice—verbal self-guidance—improves [skill, some] learning.	skill
78.* Active practice is essential for learning skills; the teacher should provide for appropriate practice [classes, tasks].	tasks
79. The appropriateness of practice tasks depends upon whole- [part, single] arrangements,	part
80. the context in which the practice [arrangement, task] is presented,	task

RECOGNITION ITEMS

81. and the types of response to be tried out during the [practice, study].	practice
82. According to Knapp and Dixon, juggling was learned most efficiently using the [simulated, whole] method of practice.	whole
83. McGuigan and MacCaslin found practice on the whole act of rifle firing, in comparison with a progressive-part method, to be [less, more] effective.	more
84. According to Woodworth and Schlosberg, Morse Code was learned most efficiently by the [planned, whole] method.	whole
85. Use of the whole method in Morse Code resulted also in use of distributed [effort, practice].	practice
86. The internship in medicine and teaching illustrates a desirable context for [beginning, practice] tasks.	practice
87. A class in office practice in high school is an attempt to arrange an appropriate [context, place] for practice tasks.	context
88. Rigid adherence to one specific method often interferes with efficient learning of [abilities, skills];	skills
89. any specific method should be abandoned when a student with best effort does not make [goals, progress].	progress
90.* For complex skills it is beneficial to distribute rather than [compress, mass] the practice.	mass
91. Knapp and Dixon demonstrated that juggling was learned most efficiently when the practice was [distributed, massed].	distributed
92. Ammons and Duncan reported better performances on a rotor-pursuit task when the practice was [distributed, massed].	distributed
93. The optimum length and spacing of [practice, review] sessions for many school tasks is not known;	practice

CHAPTER 8

94. the practice session must be sufficiently long for the learner to identify cues and make [judgments, progress] on the task;	progress
95. and sufficiently [energetic, short] to prevent inefficient performance.	short
96.* To improve the learning of skills, the teacher should provide knowledge of results and [correct, identify] inadequate responses.	correct
97. Progress in most skills is measured easily, and many means are available to provide the learner with [indications, knowledge] of results.	knowledge
98. A primary determiner of learning efficiency is the quality of the help given at the time incorrect movements or other incorrect [answers, responses] are made.	responses
99. Incorrect responses should be [corrected, eradicated] immediately.	corrected
100.* The teacher should aid the learner to [criticize, evaluate] his responses,	evaluate
101. since the learner subsequently uses his skills [automatically, independently]	independently
102. and should not remain dependent upon someone else to [control, guide] his learning activities.	guide

COMPLETION ITEMS

CHAPTER 8 PSYCHOMOTOR ABILITIES AND SKILLS

A. THE NATURE OF PSYCHOMOTOR ABILITIES

1. Mankind's control of the environment has been dependent in part upon channeling his motor [ab]	abilities
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COMPLETION ITEMS

2. into highly specialized [] skills.	motor
3. The school child, skillful in a number of physical activities, has a(n) [], other things being equal.	advantage
4. To identify and classify psychomotor abilities, one procedure is to ascertain the abilities associated with efficient performance of [] activities;	motor
5. the second procedure is to administer psychomotor tests to predict subsequent [] in acquiring complex skills.	success
6. In Guilford's theoretical framework, a psychomotor ability is a psychomotor factor involving a part of the [];	body
7. finger dexterity combines the body part, [],	finger
8. and the psychomotor factor, [co] .	coordination
9. In common usage, psychomotor abilities and psychomotor [] are used synonymously;	factors
10. that is, the six factors—strength, impulsion, speed, precision, coordination, and flexibility—are treated as [] .	abilities
11. Not all the specific abilities underlying efficient performance in art, typing, instrumental music, and other school subjects have been[id] .	identified
12. Fleishman reported considerable but systematic changes in the pattern of abilities contributing to proficiency in a complex motor task from the beginning to the end of [] ;	practice
13. some abilities increased in importance with practice, others [] ;	decreased
14. and still others were fairly [] throughout the entire length of practice.	stable

CHAPTER 8

- | | |
|---|---------------|
| 15. Woodrow, experimenting with verbal skills, also found the importance or weight of various abilities to [ch] with practice. | |
| | change |
| 16. Based upon these studies, one infers that final efficiency in typing or instrumental music [] be predicted reliably from early performances. | |
| | cannot |
| 17. In connection with improving skills in school settings, much is yet to be learned about the [] abilities of boys and girls | |
| | psychomotor |
| 18. at various age or [] levels | |
| | developmental |
| 19. before optimum instruction can be arranged to [] their abilities fully. | |
| | develop |
| B. DEVELOPMENTAL TRENDS IN PSYCHOMOTOR ABILITIES—Strength of Grip—Reaction Time—Speed—Balance—Writing Skill | |
| 20. Strength of grip correlates higher with IQ and educational achievement than do such physical characteristics as height and [], | |
| | weight |
| 21. and it also correlates positively with general [vi]. | |
| | vitality |
| 22. Jones reported strength of grip to increase at about the same rate for boys and girls until age []; | |
| | 13 |
| 23. at age 13 the rate decelerated for [], | |
| | girls |
| 24. but continued to accelerate for boys until age []; | |
| | 18 |
| 25. at age 18, only the [] have achieved their maximum strength. | |
| | girls |
| 26. The superiority of boys in strength is accounted for by both [bi] and cultural factors. | |
| | biological |
| 27. In many emergency situations the ability, [] time, is critical. | |
| | reaction |

COMPLETION ITEMS

28. The rates for pursuit, digital, and foot reaction time were shown by Miles to [ac] rapidly until about age 16;	accelerate
29. to level off or actually [] slightly until about age 60;	decelerate
30. and to [] rapidly after age 60.	decelerate
31. How much of the rapid acceleration during school years is attributable to instruction and how much to [ma] is not known.	maturation
32. In a variety of games and school subjects such as typing, speed is an important underlying factor or [].	ability
33. According to Francis and Rarick, the rate of speed of running shows a steady [] for normal boys, age 8-14,	acceleration
34. rapid deceleration for normal girls after age [],	13
35. with mentally retarded boys and girls being [] than normal children throughout.	lower
36. Cron and Pronko found balance, somewhat like strength and speed, to [] until age 12;	increase
37. however, at age 8 the girls had [] scores than the boys.	higher
38. Writing is one of the few psychomotor activities in which most children receive formal [].	instruction
39. According to Ames and Ilg, children at age 6 show reversals in printing some letters and also some [];	numerals
40. however, reversals of numerals and letters seldom appear at age [];	8

CHAPTER 8

41. from age 6 to 9, there is continuous
[] in writing.

improvement
42. Developmental trends as reported above conceal
differences among [] in
writing and other psychomotor abilities.

individuals
- C. CHARACTERISTICS OF SKILLED PERFORMANCE—Differentiation of
Cues—Trial, Correction, and Confirmation—Rapid and Accurate
Movements—Coordination of Movements and Responses
43. The highly skilled performance, in comparison
with the less skilled, is characterized by better
differentiation of [] to guide actions;

cues
44. more rapid trial, correction, and confirmation of
movements or other [];

responses
45. more rapid movements, trials, or other responses;
and more highly [] movements or
other responses.

coordinated
46. The skillful driver, when parking a car, uses fewer
and less obvious [] than does a
beginner.

cues
47. In using a dictionary skillfully to find a correct
spelling, one makes a series of rapid
[] and corrections

trials
48. before finding the desired word and
[] its correctness.

confirming
49. In parallel parking also, a series of rapid
trials and [] is made before
final confirmation.

corrections
50. Skill in any complex psychomotor task requires
continuous trials, corrections, and confirmations
guided by differentiation of [].

cues
51. The skillful typist makes rapid and accurate
[mo];

movements

COMPLETION ITEMS

52. also, the movements are [] with
other responses coordinated
-
53. to produce evenly typed copy with few or no
[]. errors
-
54. Each sequential act is performed correctly at
precisely the right instant, which is characteristic
of []. coordination
-
- D. PRINCIPLES FOR IMPROVING SKILL LEARNING
- Analyze the Skill Before Attempting to Guide the Learner
 - Demonstrate the Correct Response
 - Guide Initial Responses Verbally and, If Necessary, Physically
 - Provide for Appropriate Practice Tasks
 - Distribute Rather Than Mass the Practice
 - Provide Knowledge of Results and Correct Inadequate Responses
 - Aid the Learner to Evaluate His Responses
55. Skills vary with respect to the amount of
[ps] and perceptual involvement. psychomotor
-
56. Walking, running, and similar skills require
relatively low [] involvement. perceptual
-
57. One's walking is guided more by internal and
kinesthetic cues than by visual and auditory
[]. cues
-
58. Typing, playing an instrument, and similar
skills involve both psychomotor and
[] components. perceptual
-
59. The typist's movements are initiated and guided
by what he []. perceives
-
60. Reading rapidly and similar skills are high in
the [] component. perceptual
-
61. Using a dictionary well requires rapid perception
of [] cues. visual
-
62. The principles which follow apply to all skills,
whether high, low, or moderate in psychomotor
and perceptual []. components
-

CHAPTER 8

- | | |
|--|---------------|
| 63.* Proper seating and lighting arrangements for left-handed persons in handwriting instruction illustrates the necessity for [] the skill before attempting to guide the learner. | analyzing |
| 64. Pitching the music too high for boys in junior high school is an example of not analyzing the skill before attempting to [] the learner. | guide |
| 65. Swanson's study of voice change in boys illustrates the importance of analyzing the [] before attempting to guide the learner. | skill |
| 66. Green, Solley, and West showed that emphasizing accuracy and deemphasizing speed in beginning typing resulted in lower []. | speed |
| 67.* The teacher facilitates the learning of many skills by [] the correct response. | demonstrating |
| 68. This principle assumes that there is one or more [] responses for most skills. | correct |
| 69. In many instances the learner should not try to imitate the [] precisely; | demonstration |
| 70. each individual's movements and form are somewhat [un]. | unique |
| 71. If the learners are to produce novel and unique expressions or products, the teacher should not provide a model to be []. | imitated |
| 72.* In beginning handwriting, instrumental music, and similar skills, the teacher should guide initial responses verbally and, if necessary, []. | physically |

*Designates the first item for each successive principle.

COMPLETION ITEMS

73. Practicing and doing are not sufficient; the teacher should also [] verbally and, if necessary, physically.
guide
74. Davies concluded that verbal guidance aids the student while learning a skill through: directing the learner's [at] to more adequate techniques,
attention
75. promoting the growth of intellectual insight into factors related to [su],
success
76. and giving security and confidence to change toward a [be] mode of behavior.
better
77. Waterland and Twining demonstrated clearly that mental practice—verbal self-guidance—improves [] learning.
skill
- 78.* Active practice is essential for learning skills; the teacher should provide for appropriate practice [].
tasks
79. The appropriateness of practice tasks depends upon whole- [part, single] arrangements,
part
80. the context in which the practice [] is presented,
task
81. and the types of response to be tried out during the [].
practice
82. According to Knapp and Dixon, juggling was learned most efficiently using the [] method of practice.
whole
83. McGuigan and MacCaslin found practice on the whole act of rifle firing, in comparison with a progressive-part method, to be [] effective.
more
84. According to Woodworth and Schlosberg, Morse Code was learned most efficiently by the [] method.
whole

CHAPTER 8

85. Use of the whole method in Morse Code resulted also in use of distributed [] .	practice
86. The internship in medicine and teaching illustrates a desirable context for [] tasks.	practice
87. A class in office practice in high school is an attempt to arrange an appropriate [] for practice tasks.	context
88. Rigid adherence to one specific method often interferes with efficient learning of [sk] ;	skills
89. any specific method should be abandoned when a student with best effort does not make [pr] .	progress
90.* For complex skills it is beneficial to distribute rather than [] the practice.	mass
91. Knapp and Dixon demonstrated that juggling was learned most efficiently when the practice was [] .	distributed
92. Ammons and Duncan reported better performances on a rotor-pursuit task when the practice was [] .	distributed
93. The optimum length and spacing of [] sessions for many school tasks is not known;	practice
94. the practice session must be sufficiently long for the learner to identify cues and make [] on the task;	progress
95. and sufficiently [] to prevent inefficient performance.	short
96.* To improve the learning of skills, the teacher should provide knowledge of results and [] inadequate responses.	correct
97. Progress in most skills is measured easily, and many means are available to provide the learner with [] of results.	knowledge

RECOGNITION ITEMS

- | | |
|---|---|
| <p>98. A primary determiner of learning efficiency is the quality of the help given at the time incorrect movements or other incorrect [re] are made.</p> | <hr style="border: 0; border-top: 1px solid black;"/> responses |
| <p>99. Incorrect responses should be [] immediately.</p> | <hr style="border: 0; border-top: 1px solid black;"/> corrected |
| <p>100.* The teacher should aid the learner to [] his responses,</p> | <hr style="border: 0; border-top: 1px solid black;"/> evaluate |
| <p>101. since the learner subsequently uses his skills []</p> | <hr style="border: 0; border-top: 1px solid black;"/> independently |
| <p>102. and should not remain dependent upon someone else to [] his learning activities.</p> | <hr style="border: 0; border-top: 1px solid black;"/> guide |

RECOGNITION ITEMS

CHAPTER 9 AFFECTIVE OUTCOMES I: ATTITUDES AND VALUES

A. THE NATURE OF TASTES, ATTITUDES, AND VALUES—Affective and Informational Components of Attitudes—Individual and Group Bases of Attitudes

- | | |
|---|---|
| <p>1. A learned, emotionally-toned predisposition to react in a consistent way, favorable or unfavorable, toward a person, object, or idea is an [attitude, interest].</p> | <hr style="border: 0; border-top: 1px solid black;"/> attitude |
| <p>2. An attitude cannot be measured as directly as facts, concepts, and skills. An individual's attitudes are inferred from his [behavior, beliefs].</p> | <hr style="border: 0; border-top: 1px solid black;"/> behavior |
| <p>3. Both attitudes and concepts have meaning, but an attitude also implies acceptance or [knowledge, rejection].</p> | <hr style="border: 0; border-top: 1px solid black;"/> rejection |

CHAPTER 9

4. Tastes, attitudes, and values can be differentiated according to stability, scope, subjectivity, significance to the self, and significance to [others, society].	society
5. From the standpoint of stability, tastes are most temporary and values most stable, with [attitudes, interests] between.	attitudes
6. Tastes may shift from day to day, attitudes change less frequently, and values are most resistant to [change, stability].	change
7. Tastes apply to specifics, values to generalities. Preference for a specific treatment of a musical composition is designated a [desire, taste].	taste
8. Acceptance or rejection of general categories of music such as sacred, classical, or modern implies [attitudes, values].	attitudes
9. The importance of music generally in the life of the individual indicates his [beliefs, values].	values
10. Taste applies more directly to external objects, value to [external, internal] systems.	internal
11. Of most significance to the self are [attitudes, values].	values
12. Change in personality occurs with change in [intelligence, values] of the individual.	values
13. Of most importance to society are [tastes, values].	values
14. Differences in values or in the means of achieving the same values by subgroups within a society result in [conflict, cooperation].	conflict
15. In statements of educational objectives, tastes, preferences, attitudes, and values are generally treated as [attitudes, beliefs].	attitudes
16. The nature of the individual and the characteristics of the group are important determiners of the [attitudes, concepts] acquired by individuals.	attitudes

RECOGNITION ITEMS

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|---|----------------|
| 17. Attitudes have a feeling and an informational component. An attitude may be acquired through one traumatic [emotional, informational] experience. | emotional |
| 18. Some attitudes are acquired through a series of lesser emotional experiences, combined with [feeling, information]. | information |
| 19. Other attitudes are acquired through many informational experiences and little accompanying feeling or [emotion, intelligence]. | emotion |
| 20. Commercial advertisers use an emotional approach to develop favorable attitudes. The school should use the [emotional, informational] approach. | informational |
| 21. Whether acquired primarily as a result of emotional or informational experiences, one's attitudes influence behavior in a rather [consistent, inconsistent] way in particular situations. | consistent |
| 22. An individual holding conflicting attitudes behaves [consistently, inconsistently]. | inconsistently |
| 23. Less important in the learning of concepts and motor skills than in the learning of attitudes is membership in [primary, secondary] groups. | primary |
| 24. Not all classroom groups are [elemental, primary] groups. | primary |
| 25. Classroom groups may be organized to influence [attitude, feeling] acquisition. | attitude |
| 26. McKeachie drew a number of conclusions from his experiments with college students. One was that group-centered classes created greater liking among members than did [democratic-, leader-] centered classes. | leader- |
| 27. A second conclusion was that a group-decision method of reaching a conclusion about an attitude object resulted in greater member [animosity, conformity] to that attitude than did a lecture. | conformity |

CHAPTER 9

28. Also, individuals within the groups and the groups themselves did not modify all attitudes to the same extent—certain attitudes were more resistant to [discussion, modification] than others.

modification

B. DEVELOPMENTAL TRENDS IN ATTITUDE LEARNING—Elementary School Years—High School Years—College Years

29. Estvan and Estvan studied the attitudes of 1st- and 6th-grade children toward a number of important attitude objects and life situations. The children's attitudes were more favorable toward rural than toward [other, urban] situations.

urban

30. Negative attitudes toward lower-status living were already acquired before the children reached the [1st, 6th] grade.

1st

31. During the first six years of school, the children acquired more favorable attitudes toward [upper, lower] status living.

upper

32. The girls were more socially responsive and had internalized attitudes relative to social status at a(n) [earlier, later] age than the boys.

earlier

33. From 1st to 6th grade, favorable attitudes toward the school [decreased, increased].

decreased

34. Though there were negative and mixed attitudes toward the schoolroom, the children expressed only favorable attitudes toward learning itself as one aspect of the [home, schoolroom].

schoolroom

35. The Estvans' study showed that some attitudes are acquired quite early in life and become more stable with further learning. Other attitudes—for example, toward [school, society]—are less stable and change direction.

school

36. Confirming experiences strengthen and nonrewarding or negative experiences weaken [attitudes, ideas].

attitudes

RECOGNITION ITEMS

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|---|-------------|
| 37. With increasing age and experience in high school and thereafter, some positive and negative attitudes become more stable and are incorporated into the individual's philosophy of life, or more general [taste, value] system. | value |
| 38. Marked changes in attitudes may occur during adolescence. Gesell and others reported a strong negative attitude toward cheating at age 10, but at age 12 cheating was not [approved, disapproved]. | disapproved |
| 39. At age 16 stealing was frowned upon; however, there was some acceptance of [cheating, lying], especially in examination situations. | cheating |
| 40. Remmers and others secured the opinions of high school students on how children should be brought up. The high school students were in general agreement with the experts on [attitudes, knowledge] toward child rearing. | attitudes |
| 41. In regard to making a child attend church and punishing for swearing, the experts disagreed but the majority of high school students [agreed, wavered]. | agreed |
| 42. Attitude change and other personality variables have been studied in college students. Webster reported that from the freshman to senior year at Vassar rebellious independence [decreased, increased]. | increased |
| 43. Webster concluded that substantial changes occur in attitudes during college years and that students do not become more alike in their [appearance, attitudes]. | attitudes |
| 44. Plant's studies showed that, from the freshman to senior year of college, there was less [acceptance, rejection] of ethnocentrism. | acceptance |
| 45. Both maturation and environmental factors contribute to the change in [attitudes, cognition] during college years. | attitudes |

CHAPTER 9

46. Though some attitudes change during college years, Reimann concluded that prejudice appeared during early childhood and [decreased, increased] with advancing age.

increased

C. PRINCIPLES FOR FACILITATING THE LEARNING OF ATTITUDES

- Identify the Attitudes to Be Acquired
- Clarify the Meanings of the Attitude
- Extend Informative Experiences About the Attitude
- Provide Desirable Identifying Figures for the Learners
- Provide for Pleasant Emotional Experiences
- Arrange Appropriate Contexts for Practice and Confirmation
- Use Group Techniques to Facilitate Understanding and Acceptance
- Encourage Deliberate Cultivation of Desired Attitudes

- 47.* The rapidly changing nature of our society and world and the attendant confusion make it necessary for teachers to [accept, identify] the attitudes to be acquired by pupils.

identify

48. "Likes the subject matter" and "starts work promptly" are behaviors indicative of [favorable, unfavorable] attitudes toward a class.

favorable

49. The pupils' developing favorable attitudes toward classmates, in comparison with the pupils' starting work promptly, is more likely to be [accepted, rejected] by teachers.

rejected

50. "Respect for the individuality of others," "service to society," and similar statements should become meaningful to the students in the process of identifying the [attitudes, facts] to be acquired.

attitudes

51. A mathematics teacher states that he is not concerned about attitude learning. This is a negative instance of identifying the attitudes to be [acquired, remembered].

acquired

- 52.* A teacher gives the class a verbal explanation of "respect for individuality." This is probably intended to clarify the [content, meaning] of the attitude.

meaning

* Designates the first item for each successive principle.

RECOGNITION ITEMS

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|--|---------------|
| 53. The vocabulary in statements which imply attitudes should be [clarified, memorized]. | clarified |
| 54. Boys' memorizing and repeating the Boy Scout Oath does not assure [recognition, understanding] of the oath and subsequent behavior based on it. | understanding |
| 55.* Having direct contacts with attitude objects, reading books and periodicals, listening to radio and TV, and engaging in discussion are means of extending informative [actions, experiences] about attitudes. | experiences |
| 56. Information gained by 8th-graders from reading novels and short stories was found by Conklin and Hayes to be more effective than direct experience with different national groups in extending [emotional, informational] experiences. | informational |
| 57. College students studying abroad, high school students taking courses in science, and teachers engaging in workshops serve to [decrease, extend] informative experiences. | extend |
| 58. Hovland and others reported that information was perceived as propagandistic and unfair with increasing distance between the individuals' attitude and that presented to him in the [information, speech]. | information |
| 59. Also, individuals whose attitudes were greatly different from those advocated in the information did not [change, hold] their attitudes. | change |
| 60. In teaching attitudes to pupils in school it is best to provide accurate and complete information about the [attitude, situational] object. | attitude |
| 61. If it is desired to encourage only a particular attitude in school or elsewhere, then only favorable [identification, information] should be presented. | information |
| 62.* The school should provide desirable identifying [figures, people] for all learners. | figures |

CHAPTER 9

- | | |
|---|----------------|
| 63. A father serves as an identifying figure for his son; a teacher may be the same for the [girls, learners]. | learners |
| 64. Much TV advertising attempts to provide the viewers with [desirable, neutral] identifying figures. | desirable |
| 65. In two respects the schools have generally not been successful. First, teachers too frequently have not regarded themselves as possible [identifying, rejectant] figures for pupils; | identifying |
| 66. second, the reading materials do not contain a sufficiently broad scope of possible identifying figures to appeal to the [learners, teachers]. | learners |
| 67. The pupil who rejects the teacher emotionally will also reject the teacher's [appearance, attitudes]. | attitudes |
| 68. Many books are inadequate for many pupils because the central character and setting are too unrealistic for [identification, learning] purposes. | identification |
| 69. Identification and rejection are affective processes. Learners do not give thoughtful consideration to attitudes acquired through imitation and [identification, reading]. | identification |
| 70.* A teacher's making the room attractive, presenting a good personal appearance, and showing warmth and enthusiasm to the pupils is a positive example of providing for pleasant [emotional, informational] experiences. | emotional |
| 71. New attitudes are more likely to be learned when the accompanying emotional experiences are [pleasant, unpleasant]. | pleasant |
| 72. Katz and others found that unfavorable, firmly-fixed attitudes were not altered through providing [neutral, pleasant] emotional experiences. | pleasant |
| 73. Change of firmly-fixed attitudes is possible when the individual accepts the change as being more pleasant or rewarding than holding fast to the original [attitude, learning]. | attitude |

RECOGNITION ITEMS

- 74.* In addition to appropriate informational and emotional experiences, the school also must provide appropriate contexts for practice and [confirmation, rejection] of attitudes.

confirmation
75. Helping each child make a useful contribution to a class discussion or project is a positive instance of arranging appropriate contexts for [activity, practice] and confirmation.

practice
76. Student government provides an appropriate [context, plan] for practice and confirmation of attitudes.

context
- 77.* Role-playing, movies followed by discussion, group decision-making, and other group techniques facilitate understanding and [acceptance, release] of attitudes.

acceptance
78. Culbertson and also Jones and King found that persons playing roles shifted their attitudes in the direction of the [plot, role] played.

role
79. Role playing is probably less effective in changing attitudes already firmly fixed than in developing new [attitudes, plans].

attitudes
80. Sound motion pictures and TV presentations, followed by discussion, [facilitate, impede] understanding and acceptance of attitudes.

facilitate
81. Small-group and whole-class discussions are useful for facilitating understanding and acceptance of [attitudes, ideas].

attitudes
82. Lewin showed that individuals who share in making a decision as a member of a group subsequently abide by the [decision, group].

decision
83. Policing of corridors and rest rooms, as well as other undesired teacher responsibilities, could probably be eliminated through using [group, individual] techniques to facilitate pupil understanding and acceptance of desired attitudes.

group

CHAPTER 9

- 84.* Though many attitudes are not acquired purposely it is possible to encourage deliberate cultivation of desired [attitudes, beliefs].

attitudes

85. Beginning with a definite goal, practicing, and allowing no exceptions to occur exemplify [accidental, deliberate] cultivation of a desired attitude.

deliberate

86. New attitudes, rather than those already firmly established, are amenable to deliberate [change, cultivation].

cultivation

D. DEALING WITH EXTREME ATTITUDES

87. The breaking of laws, violating the person and property of others, and prejudice against members of a different race, religious, or national background imply [extreme, favorable] attitudes.

extreme

88. Though complete agreement or conformity is not desirable for the maintenance of social groups, a core of common attitudes and values must be accepted in order to prevent disintegration of any [group, situation].

group

89. A balance is necessary between encouraging the uniqueness of [groups, individuals] and requiring conformity to reasonable group standards.

individuals

90. Teachers can help some children and youth with extreme attitudes through implementing the previously discussed [ideas, principles].

principles

91. Specialized services are needed for some children and youth with extreme and [antisocial, asocial] attitudes.

antisocial

COMPLETION ITEMS

CHAPTER 9 AFFECTIVE OUTCOMES I: ATTITUDES AND VALUES

A. THE NATURE OF TASTES, ATTITUDES, AND VALUES—Affective and Informational Components of Attitudes—Individual and Group Bases of Attitudes

1. A learned, emotionally-toned predisposition to react in a consistent way, favorable or unfavorable, toward a person, object, or idea is an [].
attitude
2. An attitude cannot be measured as directly as facts, concepts, and skills. An individual's attitudes are inferred from his [].
behavior
3. Both attitudes and concepts have meaning, but an attitude also implies acceptance or [].
rejection
4. Tastes, attitudes, and values can be differentiated, according to stability, scope, subjectivity, significance to the self, and significance to [].
society
5. From the standpoint of stability, tastes are most temporary and values most stable, with [] between.
attitudes
6. Tastes may shift from day to day, attitudes change less frequently, and values are most resistant to [].
change
7. Tastes apply to specifics, values to generalities. Preference for a specific treatment of a musical composition is designated a [].
taste
8. Acceptance or rejection of general categories of music such as sacred, classical, or modern implies [].
attitudes
9. The importance of music generally in the life of the individual indicates his [].
values
10. Taste applies more directly to external objects, value to [] systems.
internal

CHAPTER 9

11. Of most significance to the self are
[].
values
12. Change in personality occurs with change in
[] of the individual.
values
13. Of most importance to society are
[].
values
14. Differences in values or in the means of
achieving the same values by subgroups within
a society result in [].
conflict
15. In statements of educational objectives, tastes,
preferences, attitudes, and values are generally
treated as [].
attitudes
16. The nature of the individual and the characteristics
of the group are important determiners of the
[] acquired by individuals.
attitudes
17. Attitudes have a feeling and an informational com-
ponent. An attitude may be acquired through one
traumatic [] experience.
emotional
18. Some attitudes are acquired through a series of
lesser emotional experiences, combined with
[].
information
19. Other attitudes are acquired through many informa-
tional experiences and little accompanying feeling
or [].
emotion
20. Commercial advertisers use an emotional approach
to develop favorable attitudes. The school should
use the [] approach.
informational
21. Whether acquired primarily as a result of emotional
or informational experiences, one's attitudes
influence behavior in a rather []
way in particular situations.
consistent
22. An individual holding conflicting attitudes behaves
[].
inconsistently

COMPLETION ITEMS

23. Less important in the learning of concepts and motor skills than in the learning of attitudes is membership in [] groups.
primary
24. Not all classroom groups are [] groups.
primary
25. Classroom groups may be organized to influence [] acquisition.
attitude
26. McKeachie drew a number of conclusions from his experiments with college students. One was that group-centered classes created greater liking among members than did [] centered classes.
leader-
27. A second conclusion was that a group-decision method of reaching a conclusion about an attitude object resulted in greater member [] to that attitude than did a lecture.
conformity
28. Also, individuals within the groups and the groups themselves did not modify all attitudes to the same extent—certain attitudes were more resistant to [] than others.
modification
- B. DEVELOPMENTAL TRENDS IN ATTITUDE LEARNING—Elementary School Years—High School Years—College Years
29. Estvan and Estvan studied the attitudes of 1st- and 6th-grade children toward a number of important attitude objects and life situations. The children's attitudes were more favorable toward rural than toward [] situations.
urban
30. Negative attitudes toward lower-status living were already acquired before the children reached the [] grade.
1st
31. During the first six years of school, the children acquired more favorable attitudes toward [] status living.
upper

CHAPTER 9

32. The girls were more socially responsive and had internalized attitudes relative to social status at a(n) [] age than the boys.

earlier
33. From 1st to 6th grade, favorable attitudes toward the school [].

decreased
34. Though there were negative and mixed attitudes toward the schoolroom, the children expressed only favorable attitudes toward learning itself as one aspect of the [].

schoolroom
35. The Estvans' study showed that some attitudes are acquired quite early in life and become more stable with further learning. Other attitudes—for example, toward []—are less stable and change direction.

school
36. Confirming experiences strengthen and nonrewarding or negative experiences weaken [].

attitudes
37. With increasing age and experience in high school and thereafter, some positive and negative attitudes become more stable and are incorporated into the individual's philosophy of life, or more general [] system.

value
38. Marked changes in attitudes may occur during adolescence. Gesell and others reported a strong negative attitude toward cheating at age 10, but at age 12 cheating was not [di].

disapproved
39. At age 16 stealing was frowned upon; however, there was some acceptance of [], especially in examination situations.

cheating
40. Remmers and others secured the opinions of high school students on how children should be brought up. The high school students were in general agreement with the experts on [] toward child rearing.

attitudes
41. In regard to making a child attend church and punishing for swearing the experts disagreed but the majority of high school students [].

agreed

COMPLETION ITEMS

- | | | |
|-----|--|------------|
| 42. | Attitude change and other personality variables have been studied in college students. Webster reported that from the freshman to senior year at Vassar rebellious independence []. | increased |
| 43. | Webster concluded that substantial changes occur in attitudes during college years and that students do not become more alike in their []. | attitudes |
| 44. | Plant's studies showed that, from the freshman to senior year of college, there was less [] of ethnocentrism. | acceptance |
| 45. | Both maturation and environmental factors contribute to the change in [] during college years. | attitudes |
| 46. | Though some attitudes change during college years, Reimann concluded that prejudice appeared during early childhood and [] with advancing age. | increased |

C. PRINCIPLES FOR FACILITATING THE LEARNING OF ATTITUDES

- Identify the Attitudes to Be Acquired
- Clarify the Meanings of the Attitude
- Extend Informative Experiences About the Attitude
- Provide Desirable Identifying Figures for the Learners
- Provide for Pleasant Emotional Experiences
- Arrange Appropriate Contexts for Practice and Confirmation
- Use Group Techniques to Facilitate Understanding and Acceptance
- Encourage Deliberate Cultivation of Desired Attitudes

- 47.* The rapidly changing nature of our society and world and the attendant confusion make it necessary for teachers to [] the attitudes to be acquired by pupils.
-
48. "Likes the subject matter" and "starts work promptly" are behaviors indicative of [] attitudes toward a class.
-

*Designates the first item for each successive principle.

CHAPTER 9

49. The pupils' developing favorable attitudes toward classmates, in comparison with the pupils' starting work promptly, is more likely to be [] by teachers.
rejected
50. "Respect for the individuality of others," "service to society," and similar statements should become meaningful to the students in the process of identifying the [] to be acquired.
attitudes
51. A mathematics teacher states that he is not concerned about attitude learning. This is a negative instance of identifying the attitudes to be [].
acquired
- 52.* A teacher gives the class a verbal explanation of "respect for individuality." This is probably intended to clarify the [] of the attitude.
meaning
53. The vocabulary in statements which imply attitudes should be [].
clarified
54. Boys' memorizing and repeating the Boy Scout Oath does not assure [] of the oath and subsequent behavior based on it.
understanding
- 55.* Having direct contacts with attitude objects, reading books and periodicals, listening to radio and TV, and engaging in discussion are means of extending informative [] about attitudes.
experiences
56. Information gained by 8th-graders from reading novels and short stories was found by Conklin and Hayes to be more effective than direct experience with different national groups in extending [] experiences.
informational
57. College students studying abroad, high school students taking courses in science, and teachers engaging in workshops serve to [] informative experiences.
extend

COMPLETION ITEMS

58. Hovland and others reported that information was perceived as propagandistic and unfair with increasing distance between the individuals' attitude and that presented to him in the [].
information
59. Also, individuals whose attitudes were greatly different from those advocated in the information did not [] their attitudes.
change
60. In teaching attitudes to pupils in school it is best to provide accurate and complete information about the [] object.
attitude
61. If it is desired to encourage only a particular attitude in school or elsewhere, then only favorable [] should be presented.
information
- 62.* The school should provide desirable identifying [] for all learners.
figures
63. A father serves as an identifying figure for his son; a teacher may be the same for the [].
learners
64. Much TV advertising attempts to provide the viewers with [] identifying figures.
desirable
65. In two respects the schools have generally not been successful. First, teachers too frequently have not regarded themselves as possible [] figures for pupils;
identifying
66. second, the reading materials do not contain a sufficiently broad scope of possible identifying figures to appeal to the [].
learners
67. The pupil who rejects the teacher emotionally will also reject the teacher's [].
attitudes
68. Many books are inadequate for many pupils because the central character and setting are too unrealistic for [] purposes.
identification

CHAPTER 9

69. Identification and rejection are affective processes. Learners do not give thoughtful consideration to attitudes acquired through imitation and [].

identification

70.* A teacher's making the room attractive, presenting a good personal appearance, and showing warmth and enthusiasm to the pupils is a positive example of providing for pleasant [] experiences.

emotional

71. New attitudes are more likely to be learned when the accompanying emotional experiences are [].

pleasant

72. Katz and others found that unfavorable, firmly-fixed attitudes were not altered through providing [] emotional experiences.

pleasant

73. Change of firmly-fixed attitudes is possible when the individual accepts the change as being more pleasant or rewarding than holding fast to the original [].

attitude

74.* In addition to appropriate informational and emotional experiences, the school also must provide appropriate contexts for practice and [] of attitudes.

confirmation

75. Helping each child make a useful contribution to a class discussion or project is a positive instance of arranging appropriate contexts for [] and confirmation.

practice

76. Student government provides an appropriate [] for practice and confirmation of attitudes.

context

77.* Role-playing, movies followed by discussion, group decision-making, and other group techniques facilitate understanding and [] of attitudes.

acceptance

78. Culbertson and also Jones and King found that persons playing roles shifted their attitudes in the direction of the [] played.

role

COMPLETION ITEMS

79. Role playing is probably less effective in changing attitudes already firmly fixed than in developing new [].
attitudes
80. Sound motion pictures and TV presentations, followed by discussion, [] understanding and acceptance of attitudes.
facilitate
81. Small-group and whole-class discussions are useful for facilitating understanding and acceptance of [].
attitudes
82. Lewin showed that individuals who share in making a decision as a member of a group subsequently abide by the [].
decision
83. Policing of corridors and rest rooms, as well as other undesired teacher responsibilities, could probably be eliminated through using [] techniques to facilitate pupil understanding and acceptance of desired attitudes.
group
- 84.* Though many attitudes are not acquired purposely it is possible to encourage deliberate cultivation of desired [].
attitudes
85. Beginning with a definite goal, practicing, and allowing no exceptions to occur exemplify [] cultivation of a desired attitude.
deliberate
86. New attitudes, rather than those already firmly established, are amenable to deliberate [].
cultivation

D. DEALING WITH EXTREME ATTITUDES

87. The breaking of laws, violating the person and property of others, and prejudice against members of a different race, religious, or national background imply [] attitudes.
extreme

CHAPTER 10

88. Though complete agreement or conformity is not desirable for the maintenance of social groups, a core of common attitudes and values must be accepted in order to prevent disintegration of any [].
group
89. A balance is necessary between encouraging the uniqueness of [] and requiring conformity to reasonable group standards.
individuals
90. Teachers can help some children and youth with extreme attitudes through implementing the previously discussed [].
principles
91. Specialized services are needed for some children and youth with extreme and [] attitudes.
antisocial

RECOGNITION ITEMS

CHAPTER 10 AFFECTIVE OUTCOMES II: PERSONALITY INTEGRATION AND CHARACTER

A. THE RELATIONSHIP BETWEEN PERSONALITY INTEGRATION AND CHARACTER

1. Theorists and others do not agree completely about the nature of [cognition, personality].
personality
2. According to Allport, personality is the dynamic organization within the individual of those psychophysical systems that determine his unique [adjustment, relations] to his environment.
adjustment
3. This definition implies that one's personality is changeable or [dynamic, fluid],
dynamic
4. yet sufficiently stable and well organized that it can be studied and [depicted, described].
described

RECOGNITION ITEMS

5. Also, motivational and value systems, beliefs, desires, and the like are included when describing an individual's [ethics, personality].	personality
6. A distinction is frequently made between personality [integration, problems] and character,	integration
7. with character used to denote [ethical, psychological] attitudes, values, and motives.	ethical
8. Character is evaluated on such bases as the extent to which an individual [conforms, refers] to ethical values and laws set up by society,	conforms
9. and in relation to his motives in situations where [ethical, religious] values are involved.	ethical
10. Character development and personality [integration, variation] should not be treated as separate and unrelated.	integration
11. Encouraging children and youth to conform to reasonable standards and to acquire ethical motives should be related to [intellectual, personality] integration of the individual.	personality
12. Securing sufficient pupil conformity to have a good learning situation and the teaching of [ethical, good] values are acceptable educational objectives.	ethical
13. Self-control, personal responsibility, democratic social interest, and ideals are included in Shoben's model of integrative [adjustment, concern].	adjustment
14. According to Shoben a person characterized by integrative adjustment elicits a predominantly positive and warm reaction from [himself, others],	others
15. and seems to learn wisdom rather than hostile bitterness or pathologically frightened [aggressiveness, withdrawal].	withdrawal

CHAPTER 10

B. THE BASES OF PERSONALITY INTEGRATION—Health and Psychomotor Skills—Satisfying Emotional Life—Knowledge and Related Intellectual Skills—Adequate Means of Psychological Adjustment—Integration of Personal Needs and Social Demands—Adequate Self Concepts

16. What is judged to be normal personality integration varies markedly from one culture to another, and somewhat among subgroups within the same [country, culture].

culture
17. The existence of private, parochial, and public schools reflects [differences, likenesses] among adults concerning the nature of man.

differences
18. Chronological age within broad developmental levels must be taken into account when considering [cognitive, personality] integration.

personality
19. According to one point of view, infants and young children are susceptible to and carry the effects of traumatic episodes indefinitely into their [adult, imaginary] life.

adult
20. According to scientific findings, as interpreted by Anderson, the child is an energy system with high capacity to [accept, resist] deformation, stress, and trauma.

resist
21. In the analysis of Hall and Lindzey, differences among seventeen major theories about [perception, personality] are quite large.

personality
22. The various theorists give high, medium, or no emphasis to certain [beliefs, determinants] of personality.

determinants
23. Given high or moderate emphasis in most theories are many determinants, including the self [appraisal, concept].

concept
24. Deemphasized in seven of seventeen theories is [group, school] membership.

group

RECOGNITION ITEMS

25. Chronic poor health or a physical handicap may color unfavorably the individual's [opinion, perceptions] of himself and the world about him.	perceptions
26. A serious block toward personality integration may be experienced by a child who is deficient in psychomotor [feelings, skills].	skills
27. High proficiency in physical skills also may be a handicap to personality [feelings, integration].	integration
28. Much of the physical education in high school is directed toward those already [inferior, superior] in physical skills.	superior
29. Many behaviors are governed by emotions. For full adult living the capacity for [emotional, free] response is essential.	emotional
30. Frank concluded that the most rewarding way for developing a better social order is to foster emotional [dependence, maturity] in our educational processes.	maturity
31. Emotions may be studied on three dimensions: pleasantness-unpleasantness, organization-disorganization, and motivation-[failure, response].	response
32. Anger, disgust, fear, and the like, indicate unpleasant emotions. Excitement, delight, elation, and joy designate pleasant [emotions, responses].	emotions
33. Bridges indicated that children had already experienced all the above emotions at the age of [24, 96] months.	24
34. Strength, visual acuity, and other physiological processes increase during intense [emotion, repetition].	emotion
35. The ability to think clearly [decreases, increases] during intense emotion.	decreases
36. Mild pleasant emotions, in comparison with intense unpleasant ones, do not [disorganize, organize] thought processes.	disorganize

CHAPTER 10

37. Emotions may be considered as responses to situations; they may also be treated as [desirable, motivational] forces in daily living.	motivational
38. Loeper treated emotions as motivational forces rather than as [responses, values].	responses
39. To promote personality integration, the environment should be arranged so that children experience [pleasant, unpleasant] emotions,	pleasant
40. learn how to handle [brief, intense] and unpleasant emotional situations,	intense
41. and utilize their emotional capacities well while developing their psychomotor and cognitive [abilities, affects].	abilities
42. Personality integration of the child is affected by his IQ and related [affective, cognitive] abilities.	cognitive
43. Children of lower cognitive abilities, in comparison with those of lower physical abilities, are more likely to be [accepted, rejected] by parents and school people.	accepted
44. Pupils who learn easily, in comparison with those who learn with much difficulty, experience fewer severe [adjustment, discipline] problems in school.	adjustment
45. The appropriateness of various means of psychological adjustment can be determined by answering such questions as: Do they lead to survival of the [emotion, individual]?	individual
46. Do they lead to a satisfying life in the [groups, parties] of which the individual is a member?	groups
47. Will they promote later successful [adjustment, personality]?	adjustment
48. Do they conform to generally accepted [asocial, ethical] principles?	ethical

RECOGNITION ITEMS

49. Three means of psychological adjustment to frustrating circumstances are goal-oriented [effort, emotion],
effort
50. reinterpretation of self-[activity, situation] relationships,
situation
51. and pursuit of a [real, substitute] goal.
substitute
52. These three means of adjustment generally lead to better future [adjustment, cognition] than do other means.
adjustment
53. Four means of psychological adjustment, when used repeatedly and habitually, lead to poor future adjustment: withdrawal, aggression and [related, repressive] reactions,
related
54. suppression and related [emotions, reactions],
reactions
55. and [anxiety, lying] and related reactions.
anxiety
56. Future adjustment is facilitated through utilizing the problem-solving approach to social and emotional problems, resolute trying, and [goal-, objective-] oriented effort.
goal-
57. In many situations where the individual feels himself inadequate, he does not interpret himself or the [people, situation] correctly.
situation
58. The teacher can create a classroom atmosphere which facilitates desirable reinterpretation of self-situation [affairs, relationships].
relationships
59. Sometimes effort to reach an unattainable goal is stopped and an attainable [goal, situation] is substituted.
goal
60. When considering appropriate substitute goals with a student, one should make certain that a student does not give up his [highest, original] goal if he has a reasonable possibility of success;
original

CHAPTER 10

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| 61. also, a substitute goal should be identified that will help the student satisfy his [needs, parents]. | needs |
| 62. Respect for the student and patient trial-and-confirmation are required when abandoning original, in favor of [other, substitute], goals. | substitute |
| 63. Chronic and repeated withdrawal from important life situations eventually leads to severe [difficulty, maladjustment]. | maladjustment |
| 64. Rather than continuous forcing in the classroom, it is better at times to encourage a child to [escape, withdraw] from threatening situations. | withdraw |
| 65. Children are taught to avoid deep water until they can swim; so also personality-damaging situations should be [arrested, avoided]. | avoided |
| 66. Aggression designates hostility directed against a perceived source of frustration, usually another [object, person]. | person |
| 67. Aggressive reactions are hostile attacks with the purpose of removing or injuring the source of the [attack, frustration]. | frustration |
| 68. Aggression is usually followed with counter-[aggression, attack]. | aggression |
| 69. A child's kicking a toy or pet when angry at a teacher exemplifies [displaced, real] aggression. | displaced |
| 70. Otis and McCandless showed that children with high power-dominant needs were high in aggressive [beliefs, reactions], | reactions |
| 71. that those high in love-affection needs were [high, low] in aggressive reactions, | low |
| 72. and that boys were more [aggressive, complaisant] than girls. | aggressive |

RECOGNITION ITEMS

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|---|--------------|
| 73. According to Bennett and Jordan, insecure college students, in comparison with those more secure, demonstrated greater aggression toward other [persons, things]. | persons |
| 74. Consciously keeping emotional reactions or tendencies to action from overt expression is indicative of [subsuming, suppression]. | suppression |
| 75. At a less conscious level the same process implies [fantasy, repression]. | repression |
| 76. Daydreaming, fantasy, and rationalization permit the individual to escape from [people, reality]. | reality |
| 77. Anxiety is a fusion of low fear with the anticipation of future failure or [defeat, punishment]. | punishment |
| 78. The individual is often unaware of the source of his [adjustment, anxiety]. | anxiety |
| 79. Symonds considers mild anxiety with a low degree of tension to be a [negative, positive] influence in motivation; | positive |
| 80. however, because most learning situations are anxiety-producing in themselves, the teacher should not deliberately [accelerate, arouse] anxiety. | arouse |
| 81. Palermo and others found high anxiety to result in lower [efficiency, intelligence] in problem solving. | efficiency |
| 82. Chansky and Sarason reported high-anxious college students, in comparison with low-anxious, to achieve [higher, lower]. | lower |
| 83. According to Ainsworth, behavior under induced high stress becomes diffuse and [disorganized, reorganized]; | disorganized |
| 84. also, problem solving is approached with [flexibility, rigidity]. | rigidity |

CHAPTER 10

85. Various degrees of integration of personal needs with social demands are found in children and adults. Living represents a continuous adjustment between satisfaction of individual needs and conforming to generally accepted social [amenities, demands].	demands
86. Adult social demands are applied to children in school primarily through their [lessons, teachers].	teachers
87. When the individual has independently arrived at the judgment that the particular code or value is good, [conforming, listening] to group standards and values is acceptable.	conforming
88. Crutchfield demonstrated that group pressure is effective in producing undesirable [conformity, independence] in adults.	conformity
89. Cronbach differentiated five levels of character: amoral, self-centered, conventional, irrational-conscientious, and [cognitive-, rational-] conscientious.	rational-
90. The five levels are descriptive of integrating personal needs with [real, social] demands.	social
91. Young children are expected to be amoral or [group-, self-] centered;	self-
92. adolescents often [adhere, conform] to the standards of their own groups;	conform
93. martyrs are probably [irrational-, rational-] conscientious;	irrational-
94. teachers should demonstrate [rational-, reasonably] conscientious character.	rational-
95. What the individual refers to as "I" or "me" is his self [appraisal, concept].	concept
96. The totality of meanings, attitudes, and feelings which the individual has of [himself, life] is his self concept.	himself

RECOGNITION ITEMS

- | | |
|---|--------------------------|
| <p>97. A teacher who thinks that he is attractive, has acceptable social attitudes and goals, and is congenial but with enough independence to maintain his self-esteem and individuality has an adequate and well- [balanced, organized] self concept.</p> | <hr/> <p>organized</p> |
| <p>98. What a person wishes to be is his self [concept, ideal].</p> | <hr/> <p>ideal</p> |
| <p>99. Berger reported acceptance of self to be positively correlated with [acceptance, rejection] of others.</p> | <hr/> <p>acceptance</p> |
| <p>100. Fey found that college students who were emotionally healthiest, confident, and assumed personal responsibility and leadership were high in acceptance of self and of [others, society].</p> | <hr/> <p>others</p> |
| <p>101. Perkins, Bruce, and Caplan demonstrated that educational situations can be manipulated to improve pupils' self [concepts, feelings].</p> | <hr/> <p>concepts</p> |
| <p>C. PRINCIPLES FOR ENCOURAGING PERSONALITY INTEGRATION</p> <ul style="list-style-type: none"> —Express Feelings and Values —Develop an Emotionally Secure Environment —Encourage Self-Understanding and Self-Acceptance —Aid the Learner to Set and Attain Realistic Goals —Provide Practice in Rational Methods for Meeting Conflict Situations —Arrange Appropriate Situational Contexts for Practice and Confirmation —Use Group Techniques to Facilitate Understanding —Encourage Deliberate Cultivation of Personality Integration | |
| <p>102. Scheerer pointed out that few researchers have studied the possible relatedness of affective and cognitive [effort, learning];</p> | <hr/> <p>learning</p> |
| <p>103. also theorists disagree about the nature of [intellect, personality];</p> | <hr/> <p>personality</p> |
| <p>104. therefore, principles for encouraging personality [adjustment, integration] must be considered tentative.</p> | <hr/> <p>integration</p> |

CHAPTER 10

105.*	To encourage personality integration the teacher should [express, suppress] his feelings and values.	express
106.	The teacher with high self-acceptance, high acceptance of others, and a well-organized self concept should express his [behavior, feelings] and values in class.	feelings
107.	The strongly self-centered person with rigid ethical [desires, values] should not teach.	values
108.*	To encourage personality integration of pupils, develop an emotionally [free, secure] environment in the classroom.	secure
109.	In the emotionally secure classroom, standards of conduct are understood and [accepted, believed];	accepted
110.	feelings of acceptance and belonging are [encouraged, impartial];	encouraged
111.	pleasant emotions are [expressed, upheld] by the teacher and pupils;	expressed
112.	help is given with unpleasant [attitudes, emotions];	emotions
113.	frustration and anxiety are [reduced, tolerated];	reduced
114.	friendly [competitions, interactions] are promoted;	interactions
115.	and zest for [learning, play] is high.	learning
116.	Making certain that each pupil has one or two good friends in class and finds the learning activities worthwhile goes far in developing an [emotionally, exceptionally] secure environment.	emotionally
117.*	To achieve personality integration of pupils, encourage self-understanding and [group, self] acceptance.	self

*Designates the first item for each successive principle.

RECOGNITION ITEMS

118.	Our total educational program is weak in helping students understand their strengths and weaknesses; often there are deliberate attempts to discourage self- [acceptance, denial].	
		acceptance
119.	Though desire to improve and dissatisfaction with present inadequate performance are necessary for progress, self-rejection and unrealistic striving result in poor [personality, societal] integration.	
		personality
120.*	The learner is not to be coddled nor to be forced beyond reasonable limits; instead the teacher should aid the learner to set and attain [realistic, substitute] goals.	
		realistic
121.	Productive, happy adults have a backlog of many previous [failures, successes], starting in childhood.	
		successes
122.	Our psychiatric wards and penal institutions are occupied by persons who have repeatedly experienced [failure, want] in the home and school.	
		failure
123.	Personality integration is enhanced through success experiences, through aiding the learner to set and [attain, experience] realistic goals.	
		attain
124.*	Disagreements among pupils may serve as the basis for providing [practice, reinforcement] in rational methods for meeting conflict situations.	
		practice
125.	Conflict situations inevitably arise, in and out of school. To encourage personality integration, provide practice in [emotional, rational] methods for meeting conflict situations.	
		rational
126.	Making progress in human affairs locally, nationally, and internationally requires an increasingly higher level of rationality to meet [conflict, important] situations.	
		conflict

(You may wish to review Principles 6-8 of Chapter 9; they are the same as for this chapter.)

COMPLETION ITEMS

CHAPTER 10 AFFECTIVE OUTCOMES II: PERSONALITY INTEGRATION
AND CHARACTER

A. THE RELATIONSHIP BETWEEN PERSONALITY INTEGRATION AND CHARACTER

- | | |
|--|-------------|
| 1. Theorists and others do not agree completely about the nature of [] . | personality |
| 2. According to Allport, personality is the dynamic organization within the individual of those psychophysical systems that determine his unique [] to his environment. | adjustment |
| 3. This definition implies that one's personality is changeable or [] , | dynamic |
| 4. yet sufficiently stable and well organized that it can be studied and [] . | described |
| 5. Also, motivational and value systems, beliefs, desires, and the like are included when describing an individual's [] . | personality |
| 6. A distinction is frequently made between personality [] and character, | integration |
| 7. with character used to denote [] attitudes, values, and motives. | ethical |
| 8. Character is evaluated on such bases as the extent to which an individual [] to ethical values and laws set up by society, | conforms |
| 9. and in relation to his motives in situations where [] values are involved. | ethical |
| 10. Character development and personality [] should not be treated as separate and unrelated. | integration |
| 11. Encouraging children and youth to conform to reasonable standards and to acquire ethical motives should be related to [] integration of the individual. | personality |

COMPLETION ITEMS

- | | |
|---|-------------|
| 12. Securing sufficient pupil conformity to have a good learning situation and the teaching of [] values are acceptable educational objectives. | ethical |
| 13. Self-control, personal responsibility, democratic social interest, and ideals are included in Shoben's model of integrative [ad]. | adjustment |
| 14. According to Shoben a person characterized by integrative adjustment elicits a predominantly positive and warm reaction from [], | others |
| 15. and seems to learn wisdom rather than hostile bitterness or pathologically frightened [wi]. | withdrawal |
| <p>B. THE BASES OF PERSONALITY INTEGRATION—Health and Psychomotor Skills—Satisfying Emotional Life—Knowledge and Related Intellectual Skills—Adequate Means of Psychological Adjustment—Integration of Personal Needs and Social Demands—Adequate Self Concepts</p> | |
| 16. What is judged to be normal personality integration varies markedly from one culture to another, and somewhat among subgroups within the same []. | culture |
| 17. The existence of private, parochial, and public schools reflects [] among adults concerning the nature of man. | differences |
| 18. Chronological age within broad developmental levels must be taken into account when considering [] integration. | personality |
| 19. According to one point of view, infants and young children are susceptible to and carry the effects of traumatic episodes indefinitely into their [] life. | adult |
| 20. According to scientific findings, as interpreted by Anderson, the child is an energy system with high capacity to [] deformation, stress, and trauma. | resist |

CHAPTER 10

21. In the analysis of Hall and Lindzey, differences among seventeen major theories about [] are quite large. personality

22. The various theorists give high, medium, or no emphasis to certain [] of personality. determinants

23. Given high or moderate emphasis in most theories are many determinants, including the self []. concept

24. Deemphasized in seven of seventeen theories is [] membership. group

25. Chronic poor health or a physical handicap may color unfavorably the individual's [pe] of himself and the world about him. perceptions

26. A serious block toward personality integration may be experienced by a child who is deficient in psychomotor []. skills

27. High proficiency in physical skills also may be a handicap to personality []. integration

28. Much of the physical education in high school is directed toward those already [su] in physical skills. superior

29. Many behaviors are governed by emotions. For full adult living the capacity for [] response is essential. emotional

30. Frank concluded that the most rewarding way for developing a better social order is to foster emotional [] in our educational processes. maturity

31. Emotions may be studied on three dimensions: pleasantness-unpleasantness, organization-disorganization, and motivation-[]. response

32. Anger, disgust, fear, and the like, indicate unpleasant emotions. Excitement, delight, elation, and joy designate pleasant []. emotions

COMPLETION ITEMS

33. Bridges indicated that children had already experienced all the above emotions at the age of [] months.

24
34. Strength, visual acuity, and other physiological processes increase during intense [].

emotion
35. The ability to think clearly [] during intense emotion.

decreases
36. Mild pleasant emotions, in comparison with intense unpleasant ones, do not [di] thought processes.

disorganize
37. Emotions may be considered as responses to situations; they may also be treated as [mo] forces in daily living.

motivational
38. Leeper treated emotions as motivational forces rather than as [re].

responses
39. To promote personality integration, the environment should be arranged so that children experience [] emotions,

pleasant
40. learn how to handle [] and unpleasant emotional situations,

intense
41. and utilize their emotional capacities well while developing their psychomotor and cognitive [].

abilities
42. Personality integration of the child is affected by his IQ and related [] abilities.

cognitive
43. Children of lower cognitive abilities, in comparison with those of lower physical abilities, are more likely to be [] by parents and school people.

accepted
44. Pupils who learn easily, in comparison with those who learn with much difficulty, experience fewer severe [] problems in school.

adjustment

CHAPTER 10

- | | |
|---|------------|
| 45. The appropriateness of various means of psychological adjustment can be determined by answering such questions as: Do they lead to survival of the []? | individual |
| 46. Do they lead to a satisfying life in the [gr] of which the individual is a member? | groups |
| 47. Will they promote later successful []? | adjustment |
| 48. Do they conform to generally accepted [] principles? | ethical |
| 49. Three means of psychological adjustment to frustrating circumstances are goal-oriented [], | effort |
| 50. reinterpretation of self- [] relationships, | situation |
| 51. and pursuit of a [su] goal. | substitute |
| 52. These three means of adjustment generally lead to better future [] than do other means. | adjustment |
| 53. Four means of psychological adjustment, when used repeatedly and habitually, lead to poor future adjustment: withdrawal, aggression and [re] reactions, | related |
| 54. suppression and related [], | reactions |
| 55. and [an] and related reactions. | anxiety |
| 56. Future adjustment is facilitated through utilizing the problem-solving approach to social and emotional problems, resolute trying, and [] oriented effort. | goal- |
| 57. In many situations where the individual feels himself inadequate, he does not interpret himself or the [] correctly. | situation |

COMPLETION ITEMS

- | | |
|--|---------------|
| 58. The teacher can create a classroom atmosphere which facilitates desirable reinterpretation of self-situation []. | relationships |
| 59. Sometimes effort to reach an unattainable goal is stopped and an attainable [] is substituted. | goal |
| 60. When considering appropriate substitute goals with a student, one should make certain that a student does not give up his [or] goal if he has a reasonable possibility of success; | original |
| 61. also, a substitute goal should be identified that will help the student satisfy his []. | needs |
| 62. Respect for the student and patient trial-and-confirmation are required when abandoning original, in favor of [], goals. | substitute |
| 63. Chronic and repeated withdrawal from important life situations eventually leads to severe [ma]. | maladjustment |
| 64. Rather than continuous forcing in the classroom, it is better at times to encourage a child to [] from threatening situations. | withdraw |
| 65. Children are taught to avoid deep water until they can swim; so also personality-damaging situations should be []. | avoided |
| 66. Aggression designates hostility directed against a perceived source of frustration, usually another []. | person |
| 67. Aggressive reactions are hostile attacks with the purpose of removing or injuring the source of the []. | frustration |
| 68. Aggression is usually followed with counter- []. | aggression |
| 69. A child's kicking a toy or pet when angry at a teacher exemplifies [di] aggression. | displaced |

CHAPTER 10

70. Otis and McCandless showed that children with high power-dominant needs were high in aggressive [re], reactions
71. that those high in love-affection needs were [] in aggressive reactions, low
72. and that boys were more [] than girls. aggressive
73. According to Bennett and Jordan, insecure college students, in comparison with those more secure, demonstrated greater aggression toward other []. persons
74. Consciously keeping emotional reactions or tendencies to action from overt expression is indicative of [su]. suppression
75. At a less conscious level the same process implies []. repression
76. Daydreaming, fantasy, and rationalization permit the individual to escape from []. reality
77. Anxiety is a fusion of low fear with the anticipation of future failure or [pu]. punishment
78. The individual is often unaware of the source of his []. anxiety
79. Symonds considers mild anxiety with a low degree of tension to be a [] influence in motivation; positive
80. however, because most learning situations are anxiety-producing in themselves, the teacher should not deliberately [ar] anxiety. arouse
81. Palermo and others found high anxiety to result in lower [ef] in problem solving. efficiency
82. Chansky and Sarason reported high-anxious college students, in comparison with low-anxious, to achieve []. lower

COMPLETION ITEMS

- | | |
|--|--------------|
| 83. According to Ainsworth, behavior under induced high stress becomes diffused and []; | disorganized |
| 84. also, problem solving is approached with []. | rigidity |
| 85. Various degrees of integration of personal needs with social demands are found in children and adults. Living represents a continuous adjustment between satisfaction of individual needs and conforming to generally accepted social [de] . | demands |
| 86. Adult social demands are applied to children in school primarily through their []. | teachers |
| 87. When the individual has independently arrived at the judgment that the particular code or value is good, [co] to group standards and values is acceptable. | conforming |
| 88. Crutchfield demonstrated that group pressure is effective in producing undesirable [] in adults. | conformity |
| 89. Cronbach differentiated five levels of character: amoral, self-centered, conventional, irrational-conscientious, and [] conscientious. | rational- |
| 90. The five levels are descriptive of integrating personal needs with [] demands. | social |
| 91. Young children are expected to be amoral or [] centered; | self- |
| 92. adolescents often [] to the standards of their own groups; | conform |
| 93. martyrs are probably [] conscientious; | irrational- |
| 94. teachers should demonstrate [] conscientious character. | rational- |
| 95. What the individual refers to as "I" or "me" is his self []. | concept |

CHAPTER 10

96. The totality of meanings, attitudes, and feelings which the individual has of [] is his self concept.

himself

97. A teacher who thinks that he is attractive, has acceptable social attitudes and goals, and is congenial but with enough independence to maintain his self-esteem and individuality has an adequate and well- [] self concept.

organized

98. What a person wishes to be is his self [].

ideal

99. Berger reported acceptance of self to be positively correlated with [] of others.

acceptance

100. Fey found that college students who were emotionally healthiest, confident, and assumed personal responsibility and leadership were high in acceptance of self and of [].

others

101. Perkins, Bruce, and Caplan demonstrated that educational situations can be manipulated to improve pupils' self [].

concepts

C. PRINCIPLES FOR ENCOURAGING PERSONALITY INTEGRATION

- Express Feelings and Values
- Develop an Emotionally Secure Environment
- Encourage Self-Understanding and Self-Acceptance
- Aid the Learner to Set and Attain Realistic Goals
- Provide Practice in Rational Methods for Meeting Conflict Situations
- Arrange Appropriate Situational Contexts for Practice and Confirmation
- Use Group Techniques to Facilitate Understanding
- Encourage Deliberate Cultivation of Personality Integration

102. Scheerer pointed out that few researchers have studied the possible relatedness of affective and cognitive [le];

learning

103. also theorists disagree about the nature of [];

personality

104. therefore, principles for encouraging personality [] must be considered tentative.

integration

COMPLETION ITEMS

105.*	To encourage personality integration the teacher should [] his feelings and values.	express
106.	The teacher with high self-acceptance, high acceptance of others, and a well-organized self concept should express his [] and values in class.	feelings
107.	The strongly self-centered person with rigid ethical [] should not teach.	values
108.*	To encourage personality integration of pupils, develop an emotionally [] environment in the classroom.	secure
109.	In the emotionally secure classroom, standards of conduct are understood and [];	accepted
110.	feelings of acceptance and belonging are [en];	encouraged
111.	pleasant emotions are [ex] by the teacher and pupils;	expressed
112.	help is given with unpleasant [];	emotions
113.	frustration and anxiety are [];	reduced
114.	friendly [in] are promoted;	interactions
115.	and zest for [] is high.	learning
116.	Making certain that each pupil has one or two good friends in class and finds the learning activities worthwhile goes far in developing an [] secure environment.	emotionally
117.*	To achieve personality integration of pupils, encourage self-understanding and [] acceptance.	self

*Designates the first item for each successive principle.

CHAPTER 10

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|---|---|
| <p>118. Our total educational program is weak in helping students understand their strengths and weaknesses; often there are deliberate attempts to discourage self- [].</p> | <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> acceptance |
| <p>119. Though desire to improve and dissatisfaction with present inadequate performance are necessary for progress, self-rejection and unrealistic striving result in poor [] integration.</p> | <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> personality |
| <p>120.* The learner is not to be coddled nor to be forced beyond reasonable limits; instead the teacher should aid the learner to set and attain [] goals.</p> | <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> realistic |
| <p>121. Productive, happy adults have a backlog of many previous [], starting in childhood.</p> | <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> successes |
| <p>122. Our psychiatric wards and penal institutions are occupied by persons who have repeatedly experienced [] in the home and school.</p> | <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> failure |
| <p>123. Personality integration is enhanced through success experiences, through aiding the learner to set and [] realistic goals.</p> | <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> attain |
| <p>124.* Disagreements among pupils may serve as the basis for providing [] in rational methods for meeting conflict situations.</p> | <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> practice |
| <p>125. Conflict situations inevitably arise, in and out of school. To encourage personality integration, provide practice in [] methods for meeting conflict situations.</p> | <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> rational |
| <p>126. Making progress in human affairs locally, nationally, and internationally requires an increasingly higher level of rationality to meet [] situations.</p> | <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> conflict |

(You may wish to review Principles 6-8 of Chapter 9; they are the same as for this chapter.)

RECOGNITION ITEMS

PART III

DESIRABLE CONDITIONS FOR EFFICIENT LEARNING

CHAPTER 11 MOTIVATION

A. CLARIFICATION OF TERMINOLOGY—Motivation—Motive—Need—Drive—Goal—Incentive—Interest—Curiosity—Task

1. Motivation refers to activity by one person designed to stimulate or arouse a state within a second person or group that under appropriate circumstances initiates or regulates activity in relation to [goals, learning].	goals
2. Also, the aroused state of the individual that under appropriate circumstances initiates or regulates behavior in relation to goals is designated [incentive, motivation].	motivation
3. Further, motivation is used in describing the strength or the [force, intensity] of the aroused state.	intensity
4. After the teacher has encouraged the pupils to study, the intensity of their [motivation, wishes] may range from low to high.	motivation
5. Motive, like one use of motivation, refers to a state within the individual that under appropriate circumstances initiates or regulates [activity, desires] in relation to a goal.	activity
6. Though the state is within the individual, a second person can manipulate the environment to [arouse, clarify] motives in others.	arouse
7. The lack of something which, if present, would tend to further the welfare of the organism or of the species, or to facilitate its usual behavior, is called a [goal, need].	need

CHAPTER 11

8. This lack is experienced within the organism and somehow energizes and directs activity toward what is perceived as [denying, satisfying] the need.	satisfying
9. A tendency initiated by shifts in physiological balance, tissue tension, and the like is designated as [deprivation, drive].	drive
10. Unlearned drives, such as hunger, thirst, sex, and pain avoidance are [functional, primary] drives.	primary
11. Learned drives, such as anxiety, are [principal, secondary] drives.	secondary
12. Drive states can be manipulated more readily in animal than in [human, inanimate] subjects.	human
13. The end result, immediate or remote, which the individual seeks is his [effort, goal].	goal
14. A child sets as his goal learning to spell five words correctly. The relationship between learning the words and achieving the goal is [extrinsic, intrinsic];	intrinsic
15. the child cannot achieve the goal without [learning, recalling] the words.	learning
16. An object or external condition, perceived as capable of satisfying an aroused motive, that tends to elicit action to attain the object or condition, is an [idea, incentive].	incentive
17. Setting the goal of receiving an A in a course illustrates a relationship between learning and the goal that is [extrinsic, intrinsic].	extrinsic
18. When one selectively attends to one activity or activities rather than to others, he is demonstrating [interest, sensation].	interest
19. Strong suggested that attitudes and interests have similar affective properties but that attitudes are organized around concepts or percepts whereas interests are organized around [activities, ideas].	activities

RECOGNITION ITEMS

20. Curiosity is different from interest in that curiosity implies selective attention to [familiar, novel] objects or phenomena.	novel
21. An act, or the result of an act, that is required or demanded of an individual by another person or by himself is a [need, task].	task
B. HUMAN NEEDS—A Hierarchy of Needs-Motives—Other Needs and Self-Sustaining Activities	
22. Maslow set forth six human needs—physiological, safety, love and belonging, esteem, self actualization, and the desire to know and understand—and suggested that human behavior is understood better in terms of need gratification than need [activation, deprivation].	deprivation
23. A tired, hungry person experiences [physiological, social] needs.	physiological
24. Avoiding perceived danger and responding favorably to a routine are indicative of the [primary, safety] needs.	safety
25. Experiencing affectionate relationships with others and feeling secure emotionally demonstrate gratification of the love and [affiliated, belonging] needs.	belonging
26. Receiving recognition as a worthwhile person gratifies the [esteem, secondary] needs.	esteem
27. Happily becoming an athlete, musician, teacher, etc., represents a gratification of the self-[actualization, denial] need.	actualization
28. Children of average and above average abilities, more so than mentally retarded children, demonstrate the desire to know and [learn, understand].	understand
29. Maslow's hierarchy of prepotency suggests that the physiological needs must be gratified before the esteem and other needs emerge to activate [behavior, consciousness].	behavior

CHAPTER 11

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|--|-------------|
| 30. That one need may take precedence over other needs in organizing behavior is implied by the [drive, prepotency] principle of Maslow. | prepotency |
| 31. A child experiencing deprivation of physiological or esteem needs is not likely to work persistently on a learning [incentive, task] in school. | task |
| 32. Besides Maslow's needs, others have been demonstrated. Focusing attention upon a novel object is designated curiosity; actual physical approach, accompanied with curiosity, is indicative of [aggression, exploration]. | exploration |
| 33. Animals and human beings whose physiological needs are gratified tend to [explore, find] their environment. | explore |
| 34. Teachers should use the need to explore and the [curiosity, novelty] of pupils. | curiosity |
| 35. The achievement motive, or need to achieve, is an important determiner of the direction and [intensity, scope] of an individual's behavior. | intensity |
| 36. McClelland and others have developed tests to measure intensity of the [achievement, gratification] motive. | achievement |
| 37. Birney found difficulties with tests of achievement motivation because individuals' scores [stabilized, varied] over short time intervals. | varied |
| 38. Teachers do not use tests of achievement motivation in their classes; they [observe, rate] the pupils' activities. | observe |
| 39. French and others demonstrated that adults with high scores in achievement motivation solved more problems than did those low in the need to [achieve, explore]. | achieve |
| 40. Activities which an individual performs habitually in the absence of identifiable needs or motives are designated as self- [generating, sustaining]. | sustaining |

RECOGNITION ITEMS

C. GOALS AND GOAL SETTING—Remote, Intermediate, and Immediate Goals—Setting and Attaining Immediate Goals—Factors Affecting Goal-Setting—Overcoming the Effects of Failure

41. Goals may be immediate, intermediate, or [extended; remote].	remote
42. What may be properly called immediate or remote is related to the developmental level of the [individual, task].	individual
43. A college freshman sets the goal of becoming a successful teacher. This is a(n) [immediate, remote] goal.	remote
44. A beginning first-grader sets a goal of completing the reading of a book during the school year. This is a(n) [immediate, remote] goal for a young child.	remote
45. One achieves more than one outcome when attaining a remote goal. Remote goals are usually associated with [multiple, singular] outcomes.	multiple
46. Level of aspiration indicates one kind of immediate goal. Bill typed at 30 words per minute one day. He set as his goal to type at 32 wpm next day. To type at 32 wpm is his level of [aspiration, trying].	aspiration
47. The difference between the last performance and level of aspiration is the [attainment, goal] discrepancy.	goal
48. The difference between the level of aspiration and subsequent performance is the [attainment, goal] discrepancy.	attainment
49. A positive attainment discrepancy is accompanied with feelings of success; a negative attainment discrepancy with feelings of [failure, success].	failure
50. Sears demonstrated that children who experienced success, in comparison with those who experienced failure, set their subsequent goals [less, more] realistically.	more

CHAPTER 11

51. Byers found that eleventh-grade students who had experienced academic success set [realistic, unrealistic] goals.	realistic
52. Child and Whiting showed that failure led to withdrawal from goal [discrepancy, setting].	setting
53. Gebhard demonstrated that highest interest in a task prevailed with success on a first task and expectation of future [failure, success].	success
54. Previous success experiences and expectations of further success have a desirable effect upon motivation, achievement, and subsequent goal-setting; repeated failure has an undesirable [effect, force].	effect
55. Holmes reported that some individuals protect their self-esteem by setting goals low. Low goal-setting is often accompanied by high need to avoid [failure, penalties].	failure
56. However, some insecure individuals experience a measure of success simply through publicly announcing [high, low] goals.	high
57. When goals are being set publicly in a group, individuals' goals tend to conform to the [group, individual] norms.	group
58. If a pupil fails for reasons that he cannot overcome, the situation is not arranged to gratify some of his important needs. Children can be helped to overcome the undesirable effects of [competition, failure].	failure
59. Keister and Updegraff demonstrated that children could be helped to overcome the undesirable effects of failure through three procedures—building confidence in the individual, arranging situations so that he experiences success, and informing him that his [aspiration, progress] is good.	progress

RECOGNITION ITEMS

D. COOPERATION AND COMPETITION

60. In competitive activities one wishes to win or to do better for personal gain or prestige; in cooperative activities one wishes to improve himself and to make a significant contribution to the [group, team].
group
61. In well-organized competitive activities, motivation, achievement, and interpersonal relations may be excellent; however, in poorly managed competition, hostility between members and overt [aggression, projection] occur.
aggression
62. When competition results in only one or two members receiving rewards, [general, group] cohesiveness decreases.
group
63. Gross, Shaw, and others showed that competition does not yield more efficient learning than does [cooperation, democracy].
cooperation

E. THE NATURE OF INTERESTS

64. Strong, who has studied occupational interests extensively, indicates, along with other ideas, that interests are [fleeting, persistent],
persistent
65. that interests vary in [intensity, novelty],
intensity
66. that interests involve acceptance and [delight, rejection] of activities,
rejection
67. that interests lead to [activity, difficulties] by the individual.
activity
68. Tyler, different from Strong, hypothesized that children's dislike of certain activities was highly important in choosing other [disliked, liked] activities.
liked
69. According to Tyler's hypothesis, children's dislike for many school activities is [learned, unlearned] in school.
learned

CHAPTER 11

F. PRINCIPLES OF MOTIVATION

- Focus Pupil Attention Toward Desired Learning Outcomes
- Utilize Curiosity and Encourage Its Development
- Utilize Existing Interests and Develop Others
- Provide Concrete and Symbolic Incentives If Necessary
- Arrange Learning Tasks Appropriate to the Abilities of the Learner
- Provide for Realistic Goal-Setting
- Aid the Learners in Making and Evaluating Progress Toward Goals
- Recognize That Too High Tension Produces Disorganization and Inefficiency

- 70.* The use of materials and activities that involve a number of sensory perceptions is helpful to [divide, focus] pupil attention toward desired learning outcomes.

focus

71. A teacher's using flat pictures, objects, and discussion at the beginning of a class is an attempt to focus pupil attention toward desired learning [effort, outcomes].

outcomes

72. Since some pupils respond better to visual material than to spoken words, it is essential to appeal to more than one sense in getting a classroom group to focus [attention, effort] toward the desired learning outcomes.

attention

- 73.* To secure high motivation, the teacher should [avoid, utilize] curiosity and encourage its development.

utilize

74. A teacher points out a novel method of adding fractions. This is a positive example of utilizing [curiosity, exploration].

curiosity

75. A teacher encourages the class to memorize the interpretation of literary selections. This is a negative example of utilizing curiosity and [discouraging, encouraging] its development.

encouraging

- 76.* To secure high motivation the teacher should [diminish, utilize] existing interests and develop others.

utilize

*Designates the first item for each successive principle.

RECOGNITION ITEMS

- | | |
|---|--------------|
| 77. In elementary, high school, and college classes, expressed [interests, wishes] are frequently used as a basis for dividing classes into smaller groups in order to secure high motivation. | interests |
| 78. A teacher asks the pupils which of several activities they most prefer. This is a positive means of identifying [existing, latent] interests of the pupils. | existing |
| 79. Bernstein found higher interest in novels to be accompanied by [higher, lower] scores in reading comprehension of the novels. | higher |
| 80. A teacher uses the boys' enthusiasm for athletics in connection with diagraming sentences. This illustrates utilizing existing interest in athletics to [develop, thwart] interest in sentences. | develop |
| 81.* Some adults and children can be motivated to perform unpleasant tasks only when some one else [provides, withdraws] concrete and symbolic incentives. | provides |
| 82. Abel found that a promise of a larger reward upon completing a task, in comparison with giving smaller rewards while working on the task, resulted in higher [achievement, deprivation]. | achievement |
| 83. Sommer demonstrated that pleasantness, in comparison with unpleasantness, was more desirable as an [incentive, interest]. | incentive |
| 84. If rewards are kept small and given early to get initial effort started on inherently meaningful learning tasks, the learner will probably associate the pleasantness of receiving the [performance, reward] with accomplishing the task. | reward |
| 85. There are many dangers connected with the use of symbolic incentives as [goal, motivational] devices. | motivational |
| 86. A teacher could not get pupils to perform worthwhile learning tasks by other means but they subsequently responded well to promised rewards. This illustrates providing concrete or symbolic incentives if [necessary, possible]. | necessary |

CHAPTER 11

87.*	No incentive or other motivational device will be effective unless the teacher can arrange learning tasks appropriate to the [abilities, wishes] of the learner.	abilities
88.	Expecting all learners to complete the same task in the same length of time is a negative instance of arranging learning tasks appropriate to the abilities of each [learner, motive].	learner
89.	The teacher cannot provide for realistic goal-setting unless the learning tasks are [appropriate, equal] to the abilities of the learner.	appropriate
90.*	Few other principles need implementation when the teacher provides for realistic goal [setting, trying] by the learners.	setting
91.	The teacher must have a fairly accurate estimate of each student's abilities and of the difficulty of the learning tasks in order to provide for realistic [aspiration, goal] setting.	goal
92.	Giving all students the same assignment is a negative instance of providing for [realistic, temporary] goal setting.	realistic
93.	Each pupil must have a fairly reliable estimate of his own abilities in relation to requirements of the learning task in order to [describe, set] a realistic goal.	set
94.	After a semester of persistent effort one pupil had learned to spell 150 new words correctly; another with persistent effort had learned 500 new words. Realistic goal setting was probably provided for by the [pupils, teacher].	teacher
95.*	The teacher, to secure continuing high motivation, should aid the learners in making and evaluating [progress, success] toward goals.	progress
96.	A teacher confers with pupils in small groups and individually about their projects. This is probably done to aid the learners in making and [considering, evaluating] progress.	evaluating

COMPLETION ITEMS

- 97 A science teacher has students keep daily notes and hand them in at the end of each reporting period to be graded. This assignment does not aid the learners in [keeping, making] and evaluating progress.

making

- 98.* Working to achieve a goal, like being motivated to perform well, is accompanied by some tension. The teacher recognizes that too high [motivation, tension] produces disorganization and inefficiency.

tension

99. Too high tension is not likely to be experienced if pupils are permitted, without reproof or penalty, to lower unrealistically high [goals, incentives].

goals

COMPLETION ITEMS

CHAPTER 11 MOTIVATION

A. CLARIFICATION OF TERMINOLOGY—Motivation—Motive—Need—Drive—Goal—Incentive—Interest—Curiosity—Task

1. Motivation refers to activity by one person designed to stimulate or arouse a state within a second person or group that under appropriate circumstances initiates or regulates activity in relation to [].

goals

2. Also, the aroused state of the individual that under appropriate circumstances initiates or regulates behavior in relation to goals is designated [].

motivation

3. Further, motivation is used in describing the strength or the [] of the aroused state.

intensity

4. After the teacher has encouraged the pupils to study, the intensity of their [] may range from low to high.

motivation

CHAPTER 11

- | | |
|--|------------|
| 5. Motive, like one use of motivation, refers to a state within the individual that under appropriate circumstances initiates or regulates [] in relation to a goal. | activity |
| 6. Though the state is within the individual, a second person can manipulate the environment to [ar] motives in others. | arouse |
| 7. The lack of something which, if present, would tend to further the welfare of the organism or of the species, or to facilitate its usual behavior, is called a []. | need |
| 8. This lack is experienced within the organism and somehow energizes and directs activity toward what is perceived as [] the need. | satisfying |
| 9. A tendency initiated by shifts in physiological balance, tissue tension, and the like is designated as []. | drive |
| 10. Unlearned drives, such as hunger, thirst, sex, and pain avoidance are [pr] drives. | primary |
| 11. Learned drives, such as anxiety, are [] drives. | secondary |
| 12. Drive states can be manipulated more readily in animal than in [] subjects. | human |
| 13. The end result, immediate or remote, which the individual seeks is his []. | goal |
| 14. A child sets as his goal learning to spell five words correctly. The relationship between learning the words and achieving the goal is [in]; | intrinsic |
| 15. the child cannot achieve the goal without [] the words. | learning |
| 16. An object or external condition, perceived as capable of satisfying an aroused motive, that tends to elicit action to attain the object or condition, is an [in]. | incentive |

COMPLETION ITEMS

- | | |
|---|---------------|
| 17. Setting the goal of receiving an A in a course illustrates a relationship between learning and the goal that is [ex] . | extrinsic |
| 18. When one selectively attends to one activity or activities rather than to others, he is demonstrating [] . | interest |
| 19. Strong suggested that attitudes and interests have similar affective properties but that attitudes are organized around concepts or percepts whereas interests are organized around [ac] . | activities |
| 20. Curiosity is different from interest in that curiosity implies selective attention to [] objects or phenomena. | novel |
| 21. An act, or the result of an act, that is required or demanded of an individual by another person or by himself is a [] . | task |
| B. HUMAN NEEDS—A Hierarchy of Needs—Motives—Other Needs and Self-Sustaining Activities | |
| 22. Maslow set forth six human needs—physiological, safety, love and belonging, esteem, self actualization, and the desire to know and understand—and suggested that human behavior is understood better in terms of need gratification than need [] . | deprivation |
| 23. A tired, hungry person experiences [] needs. | physiological |
| 24. Avoiding perceived danger and responding favorably to a routine are indicative of the [] needs. | safety |
| 25. Experiencing affectionate relationships with others and feeling secure emotionally demonstrate gratification of the love and [be] needs. | belonging |
| 26. Receiving recognition as a worthwhile person gratifies the [] needs. | esteem |

CHAPTER 11

- | | |
|---|---------------|
| 27. Happily becoming an athlete, musician, teacher, etc., represents a gratification of the self-
[] need. | actualization |
| 28. Children of average and above average abilities, moreso than mentally retarded children, demonstrate the desire to know and [un] . | understand |
| 29. Maslow's hierarchy of prepotency suggests that the physiological needs must be gratified before the esteem and other needs emerge to activate [be] . | behavior |
| 30. That one need may take precedence over other needs in organizing behavior is implied by the [pr] principle of Maslow. | prepotency |
| 31. A child experiencing deprivation of physiological or esteem needs is not likely to work persistently on a learning [] in school. | task |
| 32. Besides Maslow's needs, others have been demonstrated. Focusing attention upon a novel object is designated curiosity; actual physical approach, accompanied with curiosity, is indicative of [] . | exploration |
| 33. Animals and human beings whose physiological needs are gratified tend to [] their environment. | explore |
| 34. Teachers should use the need to explore and the [] of pupils. | curiosity |
| 35. The achievement motive, or need to achieve, is an important determiner of the direction and [] of an individual's behavior. | intensity |
| 36. McClelland and others have developed tests to measure intensity of the [] motive. | achievement |
| 37. Birney found difficulties with tests of achievement motivation because individuals' scores [] over short time intervals. | varied |

COMPLETION ITEMS

38. Teachers do not use tests of achievement motivation in their classes; they [ob] the pupils' activities.

observe

39. French and others demonstrated that adults with high scores in achievement motivation solved more problems than did those low in the need to [].

achieve

40. Activities which an individual performs habitually in the absence of identifiable needs or motives are designated as self- [su].

sustaining

C. GOALS AND GOAL SETTING—Remote, Intermediate, and Immediate Goals—Setting and Attaining Immediate Goals—Factors Affecting Goal-Setting—Overcoming the Effects of Failure

41. Goals may be immediate, intermediate, or [re].

remote

42. What may be properly called immediate or remote is related to the developmental level of the [].

individual

43. A college freshman sets the goal of becoming a successful teacher. This is a(n) [] goal.

remote

44. A beginning first-grader sets a goal of completing the reading of a book during the school year. This is a(n) [] goal for a young child.

remote

45. One achieves more than one outcome when attaining a remote goal. Remote goals are usually associated with [mu] outcomes.

multiple

46. Level of aspiration indicates one kind of immediate goal. Bill typed at 30 words per minute one day. He set as his goal to type at 32 wpm next day. To type at 32 wpm is his level of [].

aspiration

47. The difference between the last performance and level of aspiration is the [go] discrepancy.

goal

CHAPTER 11

48. The difference between the level of aspiration and subsequent performance is the [at] discrepancy.	attainment
49. A positive attainment discrepancy is accompanied with feelings of success; a negative attainment discrepancy with feelings of [].	failure
50. Sears demonstrated that children who experienced success, in comparison with those who experienced failure, set their subsequent goals [] realistically.	more
51. Byers found that eleventh-grade students who had experienced academic success set [] goals.	realistic
52. Child and Whiting showed that failure led to withdrawal from goal [].	setting
53. Gebhard demonstrated that highest interest in a task prevailed with success on a first task and expectation of future [].	success
54. Previous success experiences and expectations of further success have a desirable effect upon motivation, achievement, and subsequent goal-setting; repeated failure has an undesirable [].	effect
55. Holmes reported that some individuals protect their self-esteem by setting goals low. Low goal-setting is often accompanied by high need to avoid [].	failure
56. However, some insecure individuals experience a measure of success simply through publicly announcing [] goals.	high
57. When goals are being set publicly in a group, individuals' goals tend to conform to the [] norms.	group

COMPLETION ITEMS

58. If a pupil fails for reasons that he cannot overcome, the situation is not arranged to gratify some of his important needs. Children can be helped to overcome the undesirable effects of [].

failure

59. Keister and Updegraff demonstrated that children could be helped to overcome the undesirable effects of failure through three procedures—building confidence in the individual, arranging situations so that he experiences success, and informing him that his [] is good.

progress

D. COOPERATION AND COMPETITION

60. In competitive activities one wishes to win or to do better for personal gain or prestige; in cooperative activities one wishes to improve himself and to make a significant contribution to the [].

group

61. In well-organized competitive activities, motivation, achievement, and interpersonal relations may be excellent; however, in poorly managed competition, hostility between members and overt [] occur.

aggression

62. When competition results in only one or two members receiving rewards, [] cohesiveness decreases.

group

63. Gross, Shaw, and others showed that competition does not yield more efficient learning than does [].

cooperation

E. THE NATURE OF INTERESTS

64. Strong, who has studied occupational interests extensively, indicates, along with other ideas, that interests are [] persistent

persistent

65. that interests vary in [],

intensity

66. that interests involve acceptance and [] of activities,

rejection

67. that interests lead to [ac]
by the individual.

activity

68. Tyler, different from Strong, hypothesized that
children's dislike of certain activities was highly
important in choosing other [li]
activities.

liked

69. According to Tyler's hypothesis, children's dislike
for many school activities is []
in school.

learned

F. PRINCIPLES OF MOTIVATION

- Focus Pupil Attention Toward Desired Learning Outcomes
- Utilize Curiosity and Encourage Its Development
- Utilize Existing Interests and Develop Others
- Provide Concrete and Symbolic Incentives If Necessary
- Arrange Learning Tasks Appropriate to the Abilities of the Learner
- Provide for Realistic Goal-Setting
- Aid the Learners in Making and Evaluating Progress Toward Goals
- Recognize That Too High Tension Produces Disorganization and Inefficiency

70.* The use of materials and activities that involve
a number of sensory perceptions is helpful to
[] pupil attention toward
desired learning outcomes.

focus

71. A teacher's using flat pictures, objects, and
discussion at the beginning of a class is an
attempt to focus pupil attention toward desired
learning [].

outcomes

72. Since some pupils respond better to visual material
than to spoken words, it is essential to appeal to
more than one sense in getting a classroom group to
focus [] toward the desired learning
outcomes.

attention

73.* To secure high motivation, the teacher should
[] curiosity and encourage its
development.

utilize

* Designates the first item for each successive principle.

COMPLETION ITEMS

74. A teacher points out a novel method of adding fractions. This is a positive example of utilizing [].
curiosity
75. A teacher encourages the class to memorize the interpretation of literary selections. This is a negative example of utilizing curiosity and [] its development.
encouraging
- 76.* To secure high motivation the teacher should [] existing interests and develop others.
utilize
77. In elementary, high school, and college classes, expressed [] are frequently used as a basis for dividing classes into smaller groups in order to secure high motivation.
interests
78. A teacher asks the pupils which of several activities they most prefer. This is a positive means of identifying [] interests of the pupils.
existing
79. Bernstein found higher interest in novels to be accompanied by [] scores in reading comprehension of the novels.
higher
80. A teacher uses the boys' enthusiasm for athletics in connection with diagraming sentences. This illustrates utilizing existing interest in athletics to [] interest in sentences.
develop
- 81.* Some adults and children can be motivated to perform unpleasant tasks only when some one else [] concrete and symbolic incentives.
provides
82. Abel found that a promise of a larger reward upon completing a task, in comparison with giving smaller rewards while working on the task, resulted in higher [ac].
achievement
83. Sommer demonstrated that pleasantness, in comparison with unpleasantness, was more desirable as an [].
incentive

CHAPTER 11

84. If rewards are kept small and given early to get initial effort started on inherently meaningful learning tasks, the learner will probably associate the pleasantness of receiving the [] with accomplishing the task.
reward
-
85. There are many dangers connected with the use of symbolic incentives as [] devices.
motivational
-
86. A teacher could not get pupils to perform worthwhile learning tasks by other means but they subsequently responded well to promised rewards. This illustrates providing concrete or symbolic incentives if [].
necessary
-
- 87.* No incentive or other motivational device will be effective unless the teacher can arrange learning tasks appropriate to the [] of the learner.
abilities
-
88. Expecting all learners to complete the same task in the same length of time is a negative instance of arranging learning tasks appropriate to the abilities of each [].
learner
-
89. The teacher cannot provide for realistic goal-setting unless the learning tasks are [] to the abilities of the learner.
appropriate
-
- 90.* Few other principles need implementation when the teacher provides for realistic goal [] by the learners.
setting
-
91. The teacher must have a fairly accurate estimate of each student's abilities and of the difficulty of the learning tasks in order to provide for realistic [] setting.
goal
-
92. Giving all students the same assignment is a negative instance of providing for [] goal setting.
realistic
-
93. Each pupil must have a fairly reliable estimate of his own abilities in relation to requirements of the learning task in order to [] a realistic goal.
set
-

RECOGNITION ITEMS

94. After a semester of persistent effort one pupil had learned to spell 150 new words correctly; another with persistent effort had learned 500 new words. Realistic goal setting was probably provided for by the [].
-
- 95.* The teacher, to secure continuing high motivation, should aid the learners in making and evaluating [] toward goals.
-
96. A teacher confers with pupils in small groups and individually about their projects. This is probably done to aid the learners in making and [] progress.
-
97. A science teacher has students keep daily notes and hand them in at the end of each reporting period to be graded. This assignment does not aid the learners in [] and evaluating progress.
-
- 98.* Working to achieve a goal, like being motivated to perform well, is accompanied by some tension. The teacher recognizes that too high [] produces disorganization and inefficiency.
-
99. Too high tension is not likely to be experienced if pupils are permitted, without reproof or penalty, to lower unrealistically high [].
-

teacher

progress

evaluating

making

tension

goals

RECOGNITION ITEMS

CHAPTER 12 RETENTION AND TRANSFER

A. OUTCOMES WHICH MAY BE RETAINED AND TRANSFERRED

1. Initial acquisition, retention, and use of information are included in a comprehensive description of learning. When a person first spells a word correctly, he [acquires, masters] the particular outcome.

acquires

CHAPTER 12

- | | |
|---|----------------|
| 2. If at a later time he correctly spells the same word, he has remembered or [repeated, retained] what he has acquired. | retained |
| 3. When whatever is learned in one situation is used in a new or different situation, positive [knowledge, transfer] of learning occurs. | transfer |
| 4. The simplest form of positive [retention, transfer] is through stimulus generalization. | transfer |
| 5. If, after an organism has learned to make a certain response to a certain stimulus, other previously ineffective but discriminated stimuli elicit the same response, stimulus [generalization, transfer] has occurred. | generalization |
| 6. According to Estes, Hull, Skinner, and Spence, an organism can learn to make any [effort, response] of which it is capable | response |
| 7. to any stimuli which it is able to [discriminate, identify]; | discriminate |
| 8. this idea is central in their explanations of learning and of [thinking, transfer]. | transfer |
| 9. The organism must recognize something similar, but not necessarily identical, in a new situation to that which was also present in the original learning situation for [retention, transfer] to take place. | transfer |
| 10. Any outcome may be acquired, remembered, and transferred. One's attitudes, interests, and motives function primarily as [concepts, sets] or as predeterminers of what one will learn in new situations. | sets |
| 11. Facts, skills, concepts, methods of learning, and methods of adjustment [apply, transfer] more directly to new situations. | transfer |

RECOGNITION ITEMS

- | | |
|---|--|
| <p>12. McDougall demonstrated that concepts, based on a relatively large number of facts, were [deduced, retained] better than the facts themselves;</p> | <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> retained |
| <p>13. also, concepts showed greater possibility for [leading, transferring] to a variety of new situations,</p> | <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> transferring |
| <p>14. in part because concepts apply to a variety of situations and in part because [concepts, facts] are forgotten more rapidly.</p> | <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> facts |
| <p>15. Such terms as work methods, study methods, and work-study skills refer to methods of [approach, learning].</p> | <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> learning |
| <p>16. Harlow demonstrated that an important characteristic of apes and younger children was learning to [behave, learn],</p> | <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> learn |
| <p>17. and he postulated that learning to learn was a more important variable in most learning tasks than was making correct [choices, responses] in the presence of certain stimuli.</p> | <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> responses |
| <p>18. Howell showed that work-study skills learned in the elementary school have high possibility for [study, transfer].</p> | <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> transfer |
| <p>19. Goal-oriented effort, reinterpretation of self-situation relationships, and pursuit of substitute goals are methods of adjusting that show [negative, positive] transfer to many situations.</p> | <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> positive |
| <p>20. According to Heyns, many methods of [adjustment, motivation] are learned early in life.</p> | <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> adjustment |
| <p>B. THE NATURE OF RETENTION AND FORGETTING—General Explanations—Type of Material and Retention—Unique Features of Memory and Forgetting</p> | |
| <p>21. Disuse, interference, and reorganization are related to forgetting. When something is learned and used it is remembered, but when it is not [practiced, used] it is forgotten.</p> | <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> used |

CHAPTER 12

22. This explanation in terms of use and disuse suggests deterioration or decay of the connections in the brain as a basis of [cognition, forgetting],	forgetting
23. and some sort of strengthening of the [connections, habits] when the response is used.	connections
24. Interference of one's present learning with what he has previously learned is another explanation of [forgetting, recapitulation].	forgetting
25. Your study of this chapter may [correlate, interfere] with retention of previously learned concepts.	interfere
26. When an individual needs to use previously learned material, he may actively [assemble, reorganize] it into a new meaningful pattern.	reorganize
27. In reorganizing, errors are made which seem to result from [forgetting, ignorance].	forgetting
28. Motivation is less well established than disuse, interference, and reorganization as a basis of [forgetting, transfer].	forgetting
29. Amnesia victims typically exhibit [accidental, motivated] forgetting.	motivated
30. The type of material learned is related to forgetting. Strong demonstrated that meaningless material committed to memory by rote procedures is [forgotten, lost] very rapidly.	forgotten
31. McKeachie and Solomon found excellent retention of [meaningful, nonsense] material by college students.	meaningful
32. Sterrett and Davis reviewed studies dealing with retention of subject matter by elementary, high school, and college students: factual and technical information is more readily [forgotten, remembered];	forgotten
33. the application of facts, and principles are more readily [forgotten, remembered].	remembered

RECOGNITION ITEMS

- | | |
|---|---------------|
| 34. Incompletely explained features of memory include hypermnesia and reminiscence. Recall while under hypnosis or drugs suggests that [forgetting, retention] is less complete than usually observed in the schools. | forgetting |
| 35. Apparent recall or retention of more than was originally learned and a better performance after rest illustrate [recall, reminiscence]. | reminiscence |
| 36. Reminiscence in connection with motor skills may be explained on the basis of the effects of reactive inhibition and from improvement resulting from [effort, practice]; | practice |
| 37. however, spelling correctly previously misspelled words without intervening practice or learning [can, cannot] be explained clearly. | cannot |
| 38. Irion found reminiscence to persist even when college students were fairly adept at a simple [motor, visual] skill. | motor |
| <p>C. VIEWPOINTS ABOUT TRANSFER—Formal-Discipline Theory—Identical-Elements Theory—Generalization Theory—Transposition Theory—Common Elements in the Last Three Theories—Positive and Negative Transfer</p> | |
| 39. When making decisions about what to teach, the teacher explicitly or implicitly accepts a theory of [knowledge, transfer]. | transfer |
| 40. Separate mental faculties should be strengthened through practice much as muscles are strengthened, according to the theory of formal [discipline, generalization]. | discipline |
| 41. Further, as the various faculties are well developed through formal discipline in school, the results supposedly transfer [automatically, intentionally] to out-of-school situations. | automatically |
| 42. In 1924 Thorndike concluded that physics and Greek were not better than the practical subjects for improving [perceptual, reasoning] ability. | reasoning |

CHAPTER 12

43. Humphreys concluded that there is no automatic transfer from the study of any subject field to [circumstances, situations] outside the school.

situations
44. Not formal discipline, but attitudes toward study, methods of learning, and other important learning outcomes [apply, transfer] to other subjects and situations.

transfer
45. The elements present in the new learning situation must also have been present in the original learning situation, according to the identical [elements, parts] theory of transfer.

elements
46. Thorndike's theory of identical elements provides a more reliable basis for considering transfer than does the [basic, formal] discipline theory.

formal
47. When following the identical-elements theory, one includes in the school curriculum specific facts and skills which are used by children outside the [immediate, school] situation.

school
48. In turn, this results in including in the curriculum a large number of specific facts and [knowledge, skills].

skills
49. In his dart throwing experiment, Judd concluded that it was not the identical elements but the understanding of the [principle, task] which transferred.

principle
50. Hendrickson and Schroder's experiment showed that understanding of the principle facilitated transfer and also the initial [learning, perception].

learning
51. Transfer by generalization is an extension of transfer by [differential, identical] elements;

identical
52. unless the new situation has enough in common with the previous one for the learner to perceive applications and relationships, no [retention, transfer] occurs.

transfer

RECOGNITION ITEMS

53. When following the generalization theory, the teacher stresses broad principles and [elements, generalizations],	generalizations
54. rather than many [general, specific] facts and other outcomes.	specific
55. According to the transposition theory, understanding of the entire pattern of means-end [principles, relationships] provides the basis for transfer.	relationships
56. Transposition applied to arithmetic means that perceiving relationships among the facts, skills, and [principles, theorems] provides the basis for transfer.	principles
57. Kuenne demonstrated that [concepts, transposition] occurred increasingly in children of 22 to 76 months MA.	transposition
58. The identical-elements, generalization, and transposition theories of transfer are based on reliable evidence that transfer occurs, but do not agree concerning what [generalizes, transfers].	transfers
59. In the identical-elements theory it is the more specific [concepts, elements];	elements
60. in the generalization theory, it is the [facts, principles];	principles
61. and in the transposition theory, it is the broader patterns of means-end [ideas, relationships].	relationships
62. However, according to any theory, the individual must perceive the new situation as being somewhat similar to that in which the initial [learning, retention] took place.	learning
63. Poorly acquired material shows [less, more] transfer than that which is well acquired,	less
64. and the conditions under which the original outcome is acquired may result in [moderate, negative] or in positive transfer.	negative

CHAPTER 12

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| <p>65. Transfer of learning may be negative, positive, or negligible, but it is not [automatic, reliable].</p> | <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> automatic |
| <p>66. An individual's persistent use of previously learned information or methods, even though it interferes with the solution of the new problem, exemplifies [negative, negligible] transfer.</p> | <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> negative |
| <p>67. An individual's learning something in one situation and applying it correctly to a new situation illustrates [efficient, positive] transfer.</p> | <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> positive |

D. PRINCIPLES FOR ENCOURAGING RETENTION

- Foster Intent to Learn Well and Remember
 - Make the Original Learning Meaningful
 - Provide for Satisfying Consequences of Original Learning
 - Distribute Practice and Review
 - Avoid Interference and Faulty Reorganization
 - Provide for Sequential Cumulative Learning
- | | |
|--|--|
| <p>68.* Ausubel and others found that intent to learn facilitated [repetition, retention];</p> | <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> retention |
| <p>69. but intent to remember, after learning had taken place, had little effect on [retention, transfer].</p> | <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> retention |
| <p>70. Retention is improved when the teacher fosters [intent, practice] to learn well and remember.</p> | <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> intent |
| <p>71.* Gilliland showed meaningless material to be forgotten more rapidly than [meaningful, verbal] material.</p> | <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> meaningful |
| <p>72. According to Newman, when sleep and regular daily activities are interpolated between the original learning and later testing, meaningful [activity, material] is recalled quite well.</p> | <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> material |
| <p>73. Klausmeier and others demonstrated that when learning tasks are of appropriate difficulty and taught meaningfully, there is no difference in [learning, retention] among children of low, average, and high IQ.</p> | <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> retention |

* Designates the first item for each successive principle.

RECOGNITION ITEMS

74. To encourage retention the teacher should make the original learning [exciting, meaningful].	meaningful
75.* Aborn showed experimentally-induced threat to result in poorer [mastery, retention] of material than did no threat,	retention
76. and subsequent alleviation of threat to result in [better, moderate] recall.	better
77. According to Uker, a pleasant, cooperative atmosphere under a democratic leader [facilitated, hindered] the recall of factual information.	facilitated
78. Retention is encouraged through providing for [satisfying, successful] consequences of original learning.	satisfying
79.* Overlearning of spelling words and of factual information in other subjects is accomplished through systematic [review, testing].	review
80. Review based on overlearning and distributed practice facilitates permanent [retention, transposition].	retention
81. The fifth-graders in Tiedeman's study demonstrated better retention of classroom learning with organized [provisions, review].	review
82. Less meaningful material must be overlearned immediately and reviewed more often than [meaningful, symbolic] material.	meaningful
83. To facilitate retention, it is effective to distribute [effort, practice] and review.	practice
84. Giving some of the same difficult spelling words on consecutive Fridays is an attempt to [distribute, stimulate] practice and review.	distribute
85.* A second learning task interfering with the recall of material from a previous task illustrates [proactive, retroactive] inhibition.	retroactive

CHAPTER 12

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| 86. A previous learning task interfering with the acquisition of a subsequent learning task exemplifies proactive [forgetting, inhibition]. | inhibition |
| 87. Nonsense material is more subject to forgetting through interference than is [meaningful, semantic] material. | meaningful |
| 88. Proactive, rather than retroactive, inhibition was found by Ausubel and others to be the important factor in [forgetting, transfer]. | forgetting |
| 89. Faulty reorganization results not so much from retroactive inhibition as from lack of thorough [learning, study] in the first place. | learning |
| 90. Retention is improved by making the original learning meaningful and thorough, thus avoiding interference and faulty [logic, reorganization]. | reorganization |
| 91. Instruction in elementary French, followed in the next class period by elementary Spanish, does not avoid [confusion, interference] and faulty reorganization. | interference |
| 92.* Concepts and other outcomes in most school subjects are acquired [cumulatively, slowly] during many years; | cumulatively |
| 93. therefore, the [placement, sequence] of instruction, Grades 1-12, is important. | sequence |
| 94. The student must learn today in order to have anything to [evaluate, remember] and use tomorrow. | remember |
| 95. To encourage retention, the teacher provides for sequential, [cumulative, progressive] learning. | cumulative |
| 96. To undertake a hard lesson today from which the students learn little and to assign an easy, unrelated activity for tomorrow does not provide for sequential, cumulative [activity, learning]. | learning |

RECOGNITION ITEMS

E. PRINCIPLES FOR FACILITATING TRANSFER

- Emphasize Learning Outcomes That Readily Transfer
- Develop Meaningful Generalizations
- Assist the Learner to Make Applications
- Evaluate the Learner's Ability to Apply Responses to New Situations

97.*	The study of Latin does not automatically [lead, transfer] to the study of English or medicine;	transfer
98.	similarly, students in geometry do not identify many possible [applications, uses] of their study to architecture and engineering.	applications
99.	Therefore, the teacher, being more knowledgeable and experienced, should emphasize learning outcomes that readily [apply, transfer].	transfer
100.	A teacher's having students acquire Latin vocabulary by rote, or mathematical facts through overlearning, does not [emphasize, support] learning outcomes that readily transfer.	emphasize
101.*	In Brownell's experiment, children taught subtraction by the rote method made more rapid progress in the first few days; however, at the end of 15 days they had already dropped behind those taught by the [meaningful, mechanical] method;	meaningful
102.	in the meaningful method, generalizations, rather than separate subtraction [elements, facts] were emphasized.	facts
103.	In Hilgard's experiment, students who were taught generalizations to arrive at solutions demonstrated higher transfer than those taught by [rote, systematic] memory.	rote
104.	Though acquiring generalizations usually takes more time initially than does proceeding by rote memory, the [former, latter] produces more transfer.	former

CHAPTER 12

105. When encountering new situations, a person applies [facts, generalizations] more readily than specific responses.
generalizations
106. To facilitate transfer among school subjects and to out-of-school situations, the teacher should help the learners develop [concrete, meaningful] generalizations.
meaningful
- 107.* If the study of Shakespearean plays is to result in better interpretations of the present scene in England, the teacher should assist the learner to make the [applications, transition].
applications
108. A teacher's limiting student discussions to factual information about medieval history does not [assist, require] the learners to make applications.
assist
- 109.* It is difficult to evaluate the learner's ability to apply [himself, responses] to new situations;
responses
110. however, athletic coaches systematically evaluate each player's [ability, capacity] to apply responses acquired in practice sessions to actual contests.
ability

COMPLETION ITEMS

CHAPTER 12 RETENTION AND TRANSFER

A. OUTCOMES WHICH MAY BE RETAINED AND TRANSFERRED

1. Initial acquisition, retention, and use of information are included in a comprehensive description of learning. When a person first spells a word correctly, he [] the particular outcome.
acquires
2. If at a later time he correctly spells the same word, he has remembered or [] what he has acquired.
retained

COMPLETION ITEMS

3. When whatever is learned in one situation is used in a new or different situation, positive [] of learning occurs.

transfer
4. The simplest form of positive [] is through stimulus generalization.

transfer
5. If, after an organism has learned to make a certain response to a certain stimulus, other previously ineffective but discriminated stimuli elicit the same response, stimulus [] has occurred.

generalization
6. According to Estes, Hull, Skinner, and Spence, an organism can learn to make any [] of which it is capable

response
7. to any stimuli which it is able to [];

discriminate
8. this idea is central in their explanations of learning and of [tr].

transfer
9. The organism must recognize something similar, but not necessarily identical, in a new situation to that which was also present in the original learning situation for [] to take place.

transfer
10. Any outcome may be acquired, remembered, and transferred. One's attitudes, interests, and motives function primarily as [] or as predeterminers of what one will learn in new situations.

sets
11. Facts, skills, concepts, methods of learning, and methods of adjustment [] more directly to new situations.

transfer
12. McDougall demonstrated that concepts, based on a relatively large number of facts, were [re] better than the facts themselves;

retained
13. also, concepts showed greater possibility for [] to a variety of new situations,

transferring

CHAPTER 12

14. in part because concepts apply to a variety of situations and in part because []
are forgotten more rapidly.

facts
 15. Such terms as work methods, study methods, and work-study skills refer to methods of [].

learning
 16. Harlow demonstrated that an important characteristic of apes and younger children was learning to [],

learn
 17. and he postulated that learning to learn was a more important variable in most learning tasks than was making correct [] in the presence of certain stimuli.

responses
 18. Howell showed that work-study skills learned in the elementary school have high possibility for [].

transfer
 19. Goal-oriented effort, reinterpretation of self-situation relationships, and pursuit of substitute goals are methods of adjusting that show [] transfer to many situations.

positive
 20. According to Heyns, many methods of [ad] are learned early in life.

adjustment
- B. THE NATURE OF RETENTION AND FORGETTING—General Explanations—Type of Material and Retention—Unique Features of Memory and Forgetting
21. Disuse, interference, and reorganization are related to forgetting. When something is learned and used it is remembered, but when it is not [] it is forgotten.

used
 22. This explanation in terms of use and disuse suggests deterioration or decay of the connections in the brain as a basis of [],

forgetting
 23. and some sort of strengthening of the [] when the response is used.

connections

COMPLETION ITEMS

- | | |
|---|--------------|
| 24. Interference of one's present learning with what he has previously learned is another explanation of []. | forgetting |
| 25. Your study of this chapter may [] with retention of previously learned concepts. | interfere |
| 26. When an individual needs to use previously learned material, he may actively [re] it into a new meaningful pattern. | reorganize |
| 27. In reorganizing, errors are made which seem to result from []. | forgetting |
| 28. Motivation is less well established than disuse, interference, and reorganization as a basis of []. | forgetting |
| 29. Amnesia victims typically exhibit [] forgetting. | motivated |
| 30. The type of material learned is related to forgetting. Strong demonstrated that meaningless material committed to memory by rote procedures is [] very rapidly. | forgotten |
| 31. McKeachie and Solomon found excellent retention of [] material by college students. | meaningful |
| 32. Sterrett and Davis reviewed studies dealing with retention of subject matter by elementary, high school, and college students: factual and technical information is more readily []; | forgotten |
| 33. the application of facts, and principles are more readily []. | remembered |
| 34. Incompletely explained features of memory include hypermnnesia and reminiscence. Recall while under hypnosis or drugs suggests that [] is less complete than usually observed in the schools. | forgetting |
| 35. Apparent recall or retention of more than was originally learned and a better performance after rest illustrate []. | reminiscence |

CHAPTER 12

36. Reminiscence in connection with motor skills may be explained on the basis of the effects of reactive inhibition and from improvement resulting from [pr];
 _____ practice
37. however, spelling correctly previously misspelled words without intervening practice or learning [] be explained clearly.
 _____ cannot
38. Irion found reminiscence to persist even when college students were fairly adept at a simple [mo] skill.
 _____ motor
- C. VIEWPOINTS ABOUT TRANSFER—Formal-Discipline Theory—Identical-Elements Theory—Generalization Theory—Transposition Theory—Common Elements in the Last Three Theories—Positive and Negative Transfer
39. When making decisions about what to teach, the teacher explicitly or implicitly accepts a theory of [].
 _____ transfer
40. Separate mental faculties should be strengthened through practice much as muscles are strengthened, according to the theory of formal [].
 _____ discipline
41. Further, as the various faculties are well developed through formal discipline in school, the results supposedly transfer [au] to out-of-school situations.
 _____ automatically
42. In 1924 Thorndike concluded that physics and Greek were not better than the practical subjects for improving [] ability.
 _____ reasoning
43. Humphreys concluded that there is no automatic transfer from the study of any subject field to [] outside the school.
 _____ situations
44. Not formal discipline, but attitudes toward study, methods of learning, and other important learning outcomes [] to other subjects and situations.
 _____ transfer

COMPLETION ITEMS

- | | |
|---|-----------------|
| 45. The elements present in the new learning situation must also have been present in the original learning situation, according to the identical [] theory of transfer. | elements |
| 46. Thorndike's theory of identical elements provides a more reliable basis for considering transfer than does the [] discipline theory. | formal |
| 47. When following the identical-elements theory, one includes in the school curriculum specific facts and skills which are used by children outside the [] situation. | school |
| 48. In turn, this results in including in the curriculum a large number of specific facts and [sk]. | skills |
| 49. In his dart throwing experiment, Judd concluded that it was not the identical elements but the understanding of the [] which transferred. | principle |
| 50. Hendrickson and Schroder's experiment showed that understanding of the principle facilitated transfer and also the initial []. | learning |
| 51. Transfer by generalization is an extension of transfer by [] elements; | identical |
| 52. unless the new situation has enough in common with the previous one for the learner to perceive applications and relationships, no [] occurs. | transfer |
| 53. When following the generalization theory, the teacher stresses broad principles and [], | generalizations |
| 54. rather than many [] facts and other outcomes. | specific |
| 55. According to the transposition theory, understanding of the entire pattern of means-end [re] provides the basis for transfer. | relationships |

CHAPTER 12

- | | |
|---|---------------|
| 56. Transposition applied to arithmetic means that perceiving relationships among the facts, skills, and [] provides the basis for transfer. | principles |
| 57. Kuenne demonstrated that [tr] occurred increasingly in children of 22 to 76 months MA. | transposition |
| 58. The identical-elements, generalization, and transposition theories of transfer are based on reliable evidence that transfer occurs, but do not agree concerning what []. | transfers |
| 59. In the identical-elements theory it is the more specific []; | elements |
| 60. in the generalization theory, it is the []; | principles |
| 61. and in the transposition theory, it is the broader patterns of means-end []. | relationships |
| 62. However, according to any theory, the individual must perceive the new situation as being somewhat similar to that in which the initial [] took place. | learning |
| 63. Poorly acquired material shows [] transfer than that which is well acquired, | less |
| 64. and the conditions under which the original outcome is acquired may result in [] or in positive transfer. | negative |
| 65. Transfer of learning may be negative, positive, or negligible, but it is not []. | automatic |
| 66. An individual's persistent use of previously learned information or methods, even though it interferes with the solution of the new problem, exemplifies [] transfer. | negative |

COMPLETION ITEMS

67. An individual's learning something in one situation and applying it correctly to a new situation illustrates [] transfer.

positive

D. PRINCIPLES FOR ENCOURAGING RETENTION

- Foster Intent to Learn Well and Remember
- Make the Original Learning Meaningful
- Provide for Satisfying Consequences of Original Learning
- Distribute Practice and Review
- Avoid Interference and Faulty Reorganization
- Provide for Sequential Cumulative Learning

- 68.* Ausubel and others found that intent to learn facilitated [];

retention

69. but intent to remember, after learning had taken place, had little effect on [].

retention

70. Retention is improved when the teacher fosters [] to learn well and remember.

intent

- 71.* Gilliland showed meaningless material to be forgotten more rapidly than [] material.

meaningful

72. According to Newman, when sleep and regular daily activities are interpolated between the original learning and later testing, meaningful [] is recalled quite well.

material

73. Klausmeier and others demonstrated that when learning tasks are of appropriate difficulty and taught meaningfully, there is no difference in [] among children of low, average, and high IQ.

retention

74. To encourage retention the teacher should make the original learning [].

meaningful

- 75.* Aborn showed experimentally-induced threat to result in poorer [] of material than did no threat,

retention

* Designates the first item for each successive principle.

CHAPTER 12

76. and subsequent alleviation of threat to result in [] recall.	better
77. According to Uker, a pleasant, cooperative atmosphere under a democratic leader [] the recall of factual information.	facilitated
78. Retention is encouraged through providing for [] consequences of original learning.	satisfying
79.* Overlearning of spelling words and of factual information in other subjects is accomplished through systematic [re] .	review
80. Review based on overlearning and distributed practice facilitates permanent [] .	retention
81. The fifth-graders in Tiedeman's study demonstrated better retention of classroom learning with organized [] .	review
82. Less meaningful material must be overlearned immediately and reviewed more often than [] material.	meaningful
83. To facilitate retention, it is effective to distribute [] and review.	practice
84. Giving some of the same difficult spelling words on consecutive Fridays is an attempt to [] practice and review.	distribute
85.* A second learning task interfering with the recall of material from a previous task illustrates [] inhibition.	retroactive
86. A previous learning task interfering with the acquisition of a subsequent learning task exemplifies proactive [] .	inhibition
87. Nonsense material is more subject to forgetting through interference than is [] material.	meaningful

COMPLETION ITEMS

88. Proactive, rather than retroactive, inhibition was found by Ausubel and others to be the important factor in [fo].
forgetting
89. Faulty reorganization results not so much from retroactive inhibition as from lack of thorough [] in the first place.
learning
90. Retention is improved by making the original learning meaningful and thorough, thus avoiding interference and faulty [].
reorganization
91. Instruction in elementary French, followed in the next class period by elementary Spanish, does not avoid [] and faulty reorganization.
interference
- 92.* Concepts and other outcomes in most school subjects are acquired [] during many years;
cumulatively
93. therefore, the [] of instruction, Grades 1-12, is important.
sequence
94. The student must learn today in order to have anything to [] and use tomorrow.
remember
95. To encourage retention, the teacher provides for sequential, [] learning.
cumulative
96. To undertake a hard lesson today from which the students learn little and to assign an easy, unrelated activity for tomorrow does not provide for sequential, cumulative [].
learning
- E. PRINCIPLES FOR FACILITATING TRANSFER
 —Emphasize Learning Outcomes That Readily Transfer
 —Develop Meaningful Generalizations
 —Assist the Learner to Make Applications
 —Evaluate the Learner's Ability to Apply Responses to New Situations
- 97.* The study of Latin does not automatically [] to the study of English or medicine;
transfer

CHAPTER 12

98. similarly, students in geometry do not identify many possible [] of their study to architecture and engineering.
-
- applications
99. Therefore, the teacher, being more knowledgeable and experienced, should emphasize learning outcomes that readily [].
-
- transfer
100. A teacher's having students acquire Latin vocabulary by rote, or mathematical facts through overlearning, does not [] learning outcomes that readily transfer.
-
- emphasize
- 101.* In Brownell's experiment, children taught subtraction by the rote method made more rapid progress in the first few days; however, at the end of 15 days they had already dropped behind those taught by the [] method;
-
- meaningful
102. in the meaningful method, generalizations, rather than separate subtraction [], were emphasized.
-
- facts
103. In Hilgard's experiment, students who were taught generalizations to arrive at solutions demonstrated higher transfer than those taught by [] memory.
-
- rote
104. Though acquiring generalizations usually takes more time initially than does proceeding by rote memory, the [] produces more transfer.
-
- former
105. When encountering new situations, a person applies [] more readily than specific responses.
-
- generalizations
106. To facilitate transfer among school subjects and to out-of-school situations, the teacher should help the learners develop [] generalizations.
-
- meaningful
- 107.* If the study of Shakespearean plays is to result in better interpretations of the present scene in England, the teacher should assist the learner to make the [].
-
- applications

RECOGNITION ITEMS

108.	A teacher's limiting student discussions to factual information about medieval history does not [] the learners to make applications.	
		assist
109.*	It is difficult to evaluate the learner's ability to apply [] to new situations;	
		responses
110.	however, athletic coaches systematically evaluate each player's [] to apply responses acquired in practice sessions to actual contests.	
		ability

RECOGNITION ITEMS

CHAPTER 13 PROVIDING FOR INDIVIDUAL DIFFERENCES

A. DIFFERENCES IN ABILITIES AND GENERAL PROVISIONS

- Abilities Exist on a Continuum
- Abilities Emerge and Are Improved with Nurture
- Any Ability Any Child Possesses Should Be Identified
- Educational Provisions Must Be Continuous
- Adequate Facilities and Materials Are Required
- Competent School Staff Is Needed
- Individualization and Grouping Within the School Are Essential
- The Common Elementary School and the Comprehensive High School Serve Uniquely American Goals

1.*	Assessing the abilities of pupils accurately is a major problem in providing for [educational, individual] differences.	
		individual
2.	Students can be divided into two separate groups on such bases as male-female and above- and below median CA; however, cognitive and psycho-motor [abilities, responses] exist on a continuum.	
		abilities

* Designates the first item for each successive generalization.

CHAPTER 13

3. Most abilities are found in all individuals from a high to low degree; in classroom groups and schools, abilities exist among pupils on a [continuum, range].
continuum
-
4. Though heredity is important in determining eventual adult performance, the environment is also; thus, abilities emerge and are improved with [knowledge, nurture].
nurture
-
- 5.* Children of the entire range of abilities and affective characteristics require much good education in order that their abilities [emerge, grow] and improve.
emerge
-
- 6.* From kindergarten through high school and into college, any [ability, concept] that any child possesses should be identified.
ability
-
7. Identification procedures are inadequate in art, music, dramatics, creative writing, dance, and social leadership; therefore it is difficult to [identify, realize] any ability that any child possesses.
identify
-
- 8.* With a nurturing environment, children develop well physically, mentally, and affectively. For children to build upon their previously acquired skills and knowledge and to develop new abilities, educational provisions must be [continuous, rational].
continuous
-
9. Studying French in the sixth grade but not again until the ninth grade violates the principle that educational [policies, provisions] must be continuous.
provisions
-
10. Studying the same historical information in the eighth and the eleventh grade does not achieve continuity of [academic, educational] provisions.
educational
-
- 11.* Whether instructing deaf, mentally retarded, or brilliant pupils, adequate facilities and materials are [required, used].
required
-

RECOGNITION ITEMS

12. Bright children require more advanced instructional materials than do other children; slow learners also require different and adequate instructional [devices, materials].	
	materials
13. To achieve many school objectives, libraries, laboratories, swimming pools, and other [facilities, spaces] are required.	
	facilities
14.* Many elementary teachers do not hold a baccalaureate degree and many principals do not hold a master's degree; more competent school [staff, support] is needed.	
	staff
15. The abilities of many children will remain unidentified and not provided for until society recognizes that competent [psychological, school] staff is needed.	
	school
16. Many teachers and principals have not worked effectively to secure a continuous supply of [competent, educated] school staff.	
	competent
17.* To provide well for pupils of varying abilities and levels of achievement, individualization and [grading, grouping] within the school are essential.	
	grouping
18. No method of grouping pupils has yet been found which completely eliminates the need for [flexibility, individualization] of instruction.	
	individualization
19. The school library, science laboratory, and electronic equipment are used by groups but are also excellent facilities for [individualization, tutoring].	
	individualization
20. Mechanical, friendship, interest, achievement-level, and differential ability are the principal forms of [grouping, individualizing].	
	grouping
21. Children are assigned to the first and other grades on the basis of age; our present system of graded classes is one type of [inflexible, mechanical] grouping.	
	mechanical

CHAPTER 13

22. Friends sometimes work together within a class. As a means of providing for differences in abilities, [age, friendship] grouping is little better than mechanical grouping.

friendship
23. Students informally select courses and activities in high school and college on the basis of common interests. One of the best ways to form work or study groups within a class is through [interest, social] grouping.

interest
24. Standardized educational achievement tests and teacher judgment are useful in identifying the varying levels of achievement of pupils in the different subject fields. Both within a classroom and in an entire grade within a school, [achievement-, aptitude-] level grouping is done to secure more homogeneous groups.

achievement-
25. A teacher includes in each committee one student high in leadership, another high in research skills, another good in art. In this class the teacher uses [differential-, modernized] ability grouping to capitalize upon strengths of each student.

differential-
- 26.* In relation to historical development, the common elementary school and the comprehensive high school serve uniquely [American, European] goals.

American
27. The tradition in American elementary schools is to require all children to take the same subjects and to provide for differences among children in learning abilities within each [ability, subject].

subject
28. If adequately supported financially and with competent staff and instructional materials, the [comprehensive, special] high school can meet the needs of students representing the entire range of interests and abilities.

comprehensive
29. The comprehensive high school, if it is to survive, must accept all students as they come and provide instruction and guidance whereby each student is placed in [classes, subjects] that are beneficial for him.

classes

RECOGNITION ITEMS

- B. GIFTED AND TALENTED CHILDREN—Objectives—Identification—Enrichment Within Heterogeneous Age-Graded Classes—Acceleration—Sectioning and Special Classes—Special Schools—Team Teaching
30. The child already superior in most areas of school instruction or who promises to be is called a [gifted, talented] student.

gifted
 31. The child who is average in most fields but highly superior in one such as music, art, or foreign language is called [exceptional, talented].

talented
 32. Values related to the gifted individual and his contributions to society are important in deciding educational [criteria, objectives] for the gifted.

objectives
 33. It is unwise for a school system to embark on special programs for the gifted until the [objectives, plans] have been clearly formulated.

objectives
 34. Among other objectives, a number of Wisconsin schools agree that children and youth of superior learning abilities, in comparison with others, are to acquire subject matter, work-study skills, and problem-solving skills [less, more] efficiently;

more
 35. they are to develop effective citizenship, personal-emotional adjustment, ethical conduct and character similar to [other, talented] pupils.

other
 36. Terman and Oden found gifted adults to value many things, including contributing to the knowledge or [religion, welfare] of mankind.

welfare
 37. Gifted high school students in a special honors class in American history valued many features of it, including long-range assignments rather than [daily, weekly] short ones.

daily
 38. Those high school students, like Terman's gifted adults, valued a considerable [control, independence] of thought and action.

independence

CHAPTER 13

39. To provide well for gifted children, they must first be identified. Standardized IQ tests, standardized educational achievement tests, and teacher judgment are useful in [identifying, locating] gifted children.
-
- identifying
40. The higher and more numerous the criteria which the child must meet to be considered gifted, the greater is the probability of having within the group classified as gifted a high percentage of those who will achieve [high, low] as adults.
-
- high
41. Also, the higher and more numerous the criteria, the greater the probability of eliminating from the gifted group many children who will subsequently contribute significantly to [education, society] as adults.
-
- society
42. To be designated gifted in many school systems, the child's achievement and IQ must be at or above the [50th, 85th] percentile.
-
- 85th
43. When a special class is arranged for the gifted and talented, children who meet IQ and achievement criteria but are near average in physical, social, or emotional development should be [eliminated, included].
-
- included
44. Especially in the elementary school, gifted children remain in age-graded, heterogeneous classes and are provided enriched learning activities. The various means of individualizing instruction and grouping children within the class are intended to enrich their opportunities to [adjust, learn].
-
- learn
45. The small school that has only one first-grade class, as the larger school with 90 first-graders, can [enrich, pace] instruction for the brighter ones.
-
- enrich
46. Judgments favoring enrichment for gifted pupils in regular classes rather than sectioning in special classes or accelerating include these two: the less able pupils are encouraged by the presence of the more able to [achieve, go] higher;
-
- achieve

RECOGNITION ITEMS

47. it is desirable for the gifted pupils to live with and also to [help, relieve] those of lower abilities.	help
48. The drawbacks to enrichment in the upper elementary grades and thereafter include these two: it is difficult to provide competent teachers who have sufficient knowledge in several subject fields to do a good job of [enrichment, improvement];	enrichment
49. it is difficult to enrich instruction without using subject content from [higher, lower] grade levels.	higher
50. Early admission to kindergarten or first grade, double promotion, concentrating instruction in shorter time periods, lengthening the school year to permit graduation in less than twelve school years, early admission to college, and admission to college with advanced standing are the principal means of [accelerating, accommodating] gifted students.	accelerating
51. Acceleration may be accomplished by completing twelve grades of school in less than [eleven, twelve] calendar years; accelerated children are younger than others in their class.	twelve
52. Worcester found that admitting bright children to the first grade a few months earlier than usual produced no [negative, positive] effects.	negative
53. Though early admission of bright children to kindergarten or first grade has merits, it is known that IQ testing and other means of identification are more reliable for children of [pre-, primary] school age.	primary
54. Having the child skip a grade—for example, from second to fourth or from sixth to eighth—should probably not be done except in small rural or other poor schools which cannot provide more adequate means of [acceleration, schooling].	acceleration
55. Acceleration can be accomplished without skipping a grade through concentrating or [bringing, condensing] instruction into shorter time periods.	condensing

CHAPTER 13

56. If the teacher cannot provide well for the few bright students within a heterogeneous class, it is certain that difficulties will be encountered in accelerating them through [condensing, speeding] instruction.

condensing
57. Bright children who are not permitted to enter school because they were born from one day to several months too late to enter kindergarten and are therefore the older children in the class should, prior to high school graduation, be [accelerated, advanced] by at least one year.

accelerated
58. Older bright children, after one year of acceleration, complete high school at least as young as other children of average and lower [abilities, adjustment].

abilities
59. High school students may be accelerated through earning credits for [graduation, honors] through a lengthened school year, including summer.

graduation
60. In one school system the bright second-graders of above median chronological age attend a summer session for a few weeks to learn essential third-grade material and then enter [fourth, fifth] grade in September.

fourth
61. If it were certain that every bright child who finishes high school at age sixteen or thereabouts would secure higher [education, instruction] there would be more acceleration than at present.

education
62. Pressey and Flesher reported that completing four years of college in three years during World War II had many [desirable, undesirable] effects.

desirable
63. Bright students who skipped the last semesters of high school and were admitted to college early, in comparison with regularly admitted bright students, achieved as well [academically, emotionally].

academically
64. According to Farnsworth and the Fund for the Advancement of Education, the college and the individual student must be matched properly in order for early [admission, entrance] to college to work well.

admission

RECOGNITION ITEMS

65. Through advanced placement, the high school student is graduated at the end of the senior year but receives credit toward college [entrance, graduation] for work completed in high school.	graduation
66. Shannon reviewed much research and concluded that, when properly used, acceleration of gifted children did not handicap them personally, socially, or [academically, emotionally].	academically
67. Any school that has enough students in a grade for two classes can place them into a higher and a lower section. The school with 150 or more students in one grade can also [section, separate] students readily.	section
68. A section that contains only students of high abilities is often designated a [differential, special] class for the gifted.	special
69. A section that contains only students of low abilities is often designated a special class for [non-, slow-] learners.	slow-
70. It is unwise to place students in a special class for the gifted if the students do not meet commonly accepted [criteria, ideas] of giftedness.	criteria
71. Klausmeier and others found the large majority of teachers and students to approve sectioning in the required high school subjects when the placement into sections and the related [acceleration, instruction] were managed well.	instruction
72. According to Barbe's follow-up study, the graduates of the special elementary classes in Cleveland were generally favorable to the program; a least-liked feature was lack of [rewarding, social] contact with other pupils.	social
73. To qualify for an honors section in any subject in Waukesha High School, the student must be at or above the 90th percentile in both IQ and subject [achievement, interest].	achievement

CHAPTER 13

74. In Waukesha, the students are enrolled in any one of five sections in English, with the best class designated "honors" and the lowest class, "special." The amount of writing activity increases from the lowest through the [average, honors] section.

honors

75. In an honors section where the students are relatively homogeneous in IQ, achievements, and interests, it is easier to enrich and also to condense instruction than in a non-sectioned [conglomerate, heterogeneous] class.

heterogeneous

76. Special elementary schools which enroll only gifted children are not feasible in the U.S.A.; however, special private schools for the gifted may be useful for [experimental, indoctrination] purposes.

experimental

77. Special high schools for the gifted are feasible, but not necessarily desirable, in our largest [cities, states] which have good transportation.

cities

78. Team teaching has existed to a limited extent for years. New arrangements of instructional [groups, teams] are now being tried out.

teams

79. Since individualization of instruction and large and small grouping can be accomplished readily, team teaching may provide excellent instruction for [gifted, interested] students.

gifted

C. SLOW-LEARNING AND MENTALLY RETARDED CHILDREN—Slow-Learning Children—Educable Mentally Retarded Children—Trainable Mentally Retarded Children

80. Slow-learning children have IQ's ranging from the 3rd to 15th percentile and equally low [achievements, effectiveness] in the usual school subjects.

achievements

RECOGNITION ITEMS

81. Some children with IQ's as low as 70 learn reasonably well and are properly classified as slow learners rather than educable mentally retarded; some with IQ's as high as 75 who do not learn well are properly classified as educable mentally [defective, retarded].	
	retarded
82. Children with IQ's of 30-50 are classified as [educable, trainable] mentally retarded;	
	trainable
83. those with lower IQ's requiring permanent care in an institution are designated [custodial, total] mentally retarded.	
	custodial
84. The main educational objective for slow learning children is to identify whatever abilities they possess and to develop these [abilities, talents] to the fullest.	
	abilities
85. In the elementary grades slow learners are usually kept in the same heterogeneous classes with other pupils; in the larger high schools which have special classes in the required subjects for gifted children, slow learners also are often placed in [heterogeneous, special] classes.	
	special
86. Holmes and Finley found girls to be superior to boys in reading vocabulary and spelling. These also were used in the schools as criteria of promotion and non-promotion; thus, more girls than boys were [accelerated, promoted].	
	promoted
87. Hall and Demarest, Goodlad, and also others report that non-promotion does not produce higher achievements or better total development in [dull, slow-] learning children.	
	slow-
88. If there is any doubt that non-promotion will lead to all-round development of the child, the child should be [accelerated, promoted] to the next grade.	
	promoted
89. The best approach in providing for slow-learning students in high school is to arrange special sections as necessary for them and to set standards of [achievement, conduct] in terms of their abilities.	
	achievement

CHAPTER 13

90. In the more backward states and communities, educable mentally retarded children are institutionalized at a young age and remain wards of the [agency, state] for the rest of their lives.
state
91. In the more progressive communities and states, the educable mentally retarded are identified at some time between kindergarten and fourth grade, live at home, and are placed in [heterogeneous, special] classes.
special
92. To achieve a measure of economic independence, the educable mentally retarded require specialized [academic, vocational] education, starting at about age 16-18.
vocational
93. With the best vocational and other education, some but not all educable mental retardates become economically and otherwise [free, independent] in young adulthood.
independent
94. Keeping the educable mentally retarded at home and educating them in special classes, in comparison with institutionalization, results in earlier and more marriages and also in more children. Marriage and family life are critical [governmental, social] problems for mental retardates.
social
95. Educating trainable mental retardates in [heterogeneous, special] classes of public schools is so recent that the eventual outcomes are uncertain.
special
96. Trainable mental retardates need continuing help throughout life; otherwise they will probably become permanent [employees, wards] of the state when their homes are broken by the death of parents.
wards

COMPLETION ITEMS

CHAPTER 13 PROVIDING FOR INDIVIDUAL DIFFERENCES

A. DIFFERENCES IN ABILITIES AND GENERAL PROVISIONS

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- The Common Elementary School and the Comprehensive High School Serve Uniquely American Goals

- 1.* Assessing the abilities of pupils accurately is a major problem in providing for [] differences.

individual

2. Students can be divided into two separate groups on such bases as male-female and above- and below median CA; however, cognitive and psychomotor [] exist on a continuum.

abilities

3. Most abilities are found in all individuals from a high to low degree; in classroom groups and schools, abilities exist among pupils on a [].

continuum

4. Though heredity is important in determining eventual adult performance, the environment is also; thus, abilities emerge and are improved with [].

nurture

- 5.* Children of the entire range of abilities and affective characteristics require much good education in order that their abilities [] and improve.

emerge

- 6.* From kindergarten through high school and into college, any [] that any child possesses should be identified.

ability

7. Identification procedures are inadequate in art, music, dramatics, creative writing, dance, and social leadership; therefore it is difficult to [] any ability that any child possesses.

identify

*Designates the first item for each successive generalization.

CHAPTER 13

- 8.* With a nurturing environment, children develop well physically, mentally, and affectively. For children to build upon their previously acquired skills and knowledge and to develop new abilities, educational provisions must be [].

continuous

9. Studying French in the sixth grade but not again until the ninth grade violates the principle that educational [] must be continuous.

provisions

10. Studying the same historical information in the eighth and the eleventh grade does not achieve continuity of [] provisions.

educational

- 11.* Whether instructing deaf, mentally retarded, or brilliant pupils, adequate facilities and materials are [].

required

12. Bright children require more advanced instructional materials than do other children; slow learners also require different and adequate instructional [].

materials

13. To achieve many school objectives, libraries, laboratories, swimming pools, and other [] are required.

facilities

- 14.* Many elementary teachers do not hold a baccalaureate degree and many principals do not hold a master's degree; more competent school [] is needed.

staff

15. The abilities of many children will remain unidentified and not provided for until society recognizes that competent [] staff is needed.

school

16. Many teachers and principals have not worked effectively to secure a continuous supply of [] school staff.

competent

- 17.* To provide well for pupils of varying abilities and levels of achievement, individualization and [] within the school are essential.

grouping

COMPLETION ITEMS

18. No method of grouping pupils has yet been found which completely eliminates the need for [] of instruction.

individualization

19. The school library, science laboratory, and electronic equipment are used by groups but are also excellent facilities for [].

individualization

20. Mechanical, friendship, interest, achievement-level, and differential ability are the principal forms of [].

grouping

21. Children are assigned to the first and other grades on the basis of age; our present system of graded classes is one type of [] grouping.

mechanical

22. Friends sometimes work together within a class. As a means of providing for differences in abilities, [] grouping is little better than mechanical grouping.

friendship

23. Students informally select courses and activities in high school and college on the basis of common interests. One of the best ways to form work or study groups within a class is through [] grouping.

interest

24. Standardized educational achievement tests and teacher judgment are useful in identifying the varying levels of achievement of pupils in the different subject fields. Both within a classroom and in an entire grade within a school, [] level grouping is done to secure more homogeneous groups.

achievement-

25. A teacher includes in each committee one student high in leadership, another high in research skills, another good in art. In this class the teacher uses [] ability grouping to capitalize upon strengths of each student.

differential-

- 26.* In relation to historical development, the common elementary school and the comprehensive high school serve uniquely [] goals.

American

CHAPTER 13

27. The tradition in American elementary schools is to require all children to take the same subjects and to provide for differences among children in learning abilities within each [].
subject
28. If adequately supported financially and with competent staff and instructional materials, the [] high school can meet the needs of students representing the entire range of interests and abilities.
comprehensive
29. The comprehensive high school, if it is to survive, must accept all students as they come and provide instruction and guidance whereby each student is placed in [cl] that are beneficial for him.
classes
- B. GIFTED AND TALENTED CHILDREN—Objectives—Identification—Enrichment Within Heterogeneous Age-Graded Classes—Acceleration—Sectioning and Special Classes—Special Schools—Team Teaching
30. The child already superior in most areas of school instruction or who promises to be is called a [] student.
gifted
31. The child who is average in most fields but highly superior in one such as music, art, or foreign language is called [].
talented
32. Values related to the gifted individual and his contributions to society are important in deciding educational [ob] for the gifted.
objectives
33. It is unwise for a school system to embark on special programs for the gifted until the [] have been clearly formulated.
objectives
34. Among other objectives, a number of Wisconsin schools agree that children and youth of superior learning abilities, in comparison with others, are to acquire subject matter, work-study skills, and problem-solving skills [] efficiently;
more

COMPLETION ITEMS

- | | |
|--|--------------|
| 35. they are to develop effective citizenship, personal-emotional adjustment, ethical conduct and character similar to [] pupils. | other |
| 36. Terman and Oden found gifted adults to value many things, including contributing to the knowledge or [] of mankind. | welfare |
| 37. Gifted high school students in a special honors class in American history valued many features of it, including long-range assignments rather than [] short ones. | daily |
| 38. Those high school students, like Terman's gifted adults, valued a considerable [] of thought and action. | independence |
| 39. To provide well for gifted children, they must first be identified. Standardized IQ tests, standardized educational achievement tests, and teacher judgment are useful in [] gifted children. | identifying |
| 40. The higher and more numerous the criteria which the child must meet to be considered gifted, the greater is the probability of having within the group classified as gifted a high percentage of those who will achieve [] as adults. | high |
| 41. Also, the higher and more numerous the criteria, the greater the probability of eliminating from the gifted group many children who will subsequently contribute significantly to [] as adults. | society |
| 42. To be designated gifted in many school systems, the child's achievement and IQ must be at or above the [] percentile. | 85th |
| 43. When a special class is arranged for the gifted and talented, children who meet IQ and achievement criteria but are near average in physical, social, or emotional development should be []. | included |

CHAPTER 13

44. Especially in the elementary school, gifted children remain in age-graded, heterogeneous classes and are provided enriched learning activities. The various means of individualizing instruction and grouping children within the class are intended to enrich their opportunities to [].

learn
45. The small school that has only one first-grade class, as the larger school with 90 first graders, can [] instruction for the brighter ones.

enrich
46. Judgments favoring enrichment for gifted pupils in regular classes rather than sectioning in special classes or accelerating include these two: the less able pupils are encouraged by the presence of the more able to [] higher;

achieve
47. it is desirable for the gifted pupils to live with and also to [] those of lower abilities.

help
48. The drawbacks to enrichment in the upper elementary grades and thereafter include these two: it is difficult to provide competent teachers who have sufficient knowledge in several subject fields to do a good job of [en];

enrichment
49. it is difficult to enrich instruction without using subject content from [] grade levels.

higher
50. Early admission to kindergarten or first grade, double promotion, concentrating instruction in shorter time periods, lengthening the school year to permit graduation in less than twelve school years, early admission to college, and admission to college with advanced standing are the principal means of [] gifted students.

accelerating
51. Acceleration may be accomplished by completing twelve grades of school in less than [] calendar years; accelerated children are younger than others in their class.

twelve
52. Worcester found that admitting bright children to the first grade a few months earlier than usual produced no [ne] effects.

negative

COMPLETION ITEMS

- | | | |
|-----|--|--------------|
| 53. | Though early admission of bright children to kindergarten or first grade has merits, it is known that IQ testing and other means of identification are more reliable for children of [] school age. | primary |
| 54. | Having the child skip a grade—for example, from second to fourth or from sixth to eighth—should probably not be done except in small rural or other poor schools which cannot provide more adequate means of []. | acceleration |
| 55. | Acceleration can be accomplished without skipping a grade through concentrating or [] instruction into shorter time periods. | condensing |
| 56. | If the teacher cannot provide well for the few bright students within a heterogeneous class, it is certain that difficulties will be encountered in accelerating them through [] instruction. | condensing |
| 57. | Bright children who are not permitted to enter school because they were born from one day to several months too late to enter kindergarten and are therefore the older children in the class should, prior to high school graduation, be [] by at least one year. | accelerated |
| 58. | Older bright children, after one year of acceleration, complete high school at least as young as other children of average and lower []. | abilities |
| 59. | High school students may be accelerated through earning credits for [] through a lengthened school year, including summer. | graduation |
| 60. | In one school system the bright second-graders of above median chronological age attend a summer session for a few weeks to learn essential third-grade material and then enter [] grade in September. | fourth |

CHAPTER 13

- | | |
|---|--------------|
| 61. If it were certain that every bright child who finishes high school at age sixteen or thereabouts would secure higher [] there would be more acceleration than at present. | education |
| 62. Pressey and Flesher reported that completing four years of college in three years during World War II had many [] effects. | desirable |
| 63. Bright students who skipped the last semesters of high school and were admitted to college early, in comparison with regularly admitted bright students, achieved as well []. | academically |
| 64. According to Farnsworth and the Fund for the Advancement of Education, the college and the individual student must be matched properly in order for early [] to college to work well. | admission |
| 65. Through advanced placement, the high school student is graduated at the end of the senior year but receives credit toward college [] for work completed in high school. | graduation |
| 66. Shannon reviewed much research and concluded that, when properly used, acceleration of gifted children did not handicap them personally, socially, or [ac]. | academically |
| 67. Any school that has enough students in a grade for two classes can place them into a higher and a lower section. The school with 150 or more students in one grade can also [] students readily. | section |
| 68. A section that contains only students of high abilities is often designated a [] class for the gifted. | special |
| 69. A section that contains only students of low abilities is often designated a special class for [] learners. | slow- |

COMPLETION ITEMS

- | | |
|---|---------------|
| 70. It is unwise to place students in a special class for the gifted if the students do not meet commonly accepted [] of giftedness. | criteria |
| 71. Klausmeier and others found the large majority of teachers and students to approve sectioning in the required high school subjects when the placement into sections and the related [] were managed well. | instruction |
| 72. According to Barbe's follow-up study, the graduates of the special elementary classes in Cleveland were generally favorable to the program; a least-liked feature was lack of [] contact with other pupils. | social |
| 73. To qualify for an honors section in any subject in Waukesha High School, the student must be at or above the 90th percentile in both IQ and subject []. | achievement |
| 74. In Waukesha, the students are enrolled in any one of five sections in English, with the best class designated "honors" and the lowest class, "special." The amount of writing activity increases from the lowest through the [] section. | honors |
| 75. In an honors section where the students are relatively homogeneous in IQ, achievements, and interests, it is easier to enrich and also to condense instruction than in a non-sectioned [] class. | heterogeneous |
| 76. Special elementary schools which enroll only gifted children are not feasible in the U.S.A.; however, special private schools for the gifted may be useful for [ex] purposes. | experimental |
| 77. Special high schools for the gifted are feasible, but not necessarily desirable, in our largest [] which have good transportation. | cities |
| 78. Team teaching has existed to a limited extent for years. New arrangements of instructional [] are now being tried out. | teams |

79. Since individualization of instruction and large and small grouping can be accomplished readily, team teaching may provide excellent instruction for [] students.

gifted

C. SLOW-LEARNING AND MENTALLY RETARDED CHILDREN—Slow-Learning Children—Educable Mentally Retarded Children—Trainable Mentally Retarded Children

80. Slow-learning children have IQ's ranging from the 3rd to 15th percentile and equally low [ac] in the usual school subjects.

achievements

81. Some children with IQ's as low as 70 learn reasonably well and are properly classified as slow learners rather than educable mentally retarded; some with IQ's as high as 75 who do not learn well are properly classified as educable mentally [].

retarded

82. Children with IQ's of 30-50 are classified as [] mentally retarded;

trainable

83. those with lower IQ's requiring permanent care in an institution are designated [] mentally retarded.

custodial

84. The main educational objective for slow learning children is to identify whatever abilities they possess and to develop these [] to the fullest.

abilities

85. In the elementary grades slow learners are usually kept in the same heterogeneous classes with other pupils; in the larger high schools which have special classes in the required subjects for gifted children, slow learners also are often placed in [] classes.

special

86. Holmes and Finley found girls to be superior to boys in reading vocabulary and spelling. These also were used in the schools as criteria of promotion and non-promotion; thus, more girls than boys were [].

promoted

COMPLETION ITEMS

- | | |
|--|-------------|
| <p>87. Hall and Demarest, Goodlad, and also others report that non-promotion does not produce higher achievements or better total development in [] learning children.</p> | slow- |
| <p>88. If there is any doubt that non-promotion will lead to all-round development of the child, the child should be [] to the next grade.</p> | promoted |
| <p>89. The best approach in providing for slow-learning students in high school is to arrange special sections as necessary for them and to set standards of [ac] in terms of their abilities.</p> | achievement |
| <p>90. In the more backward states and communities, educable mentally retarded children are institutionalized at a young age and remain wards of the [] for the rest of their lives.</p> | state |
| <p>91. In the more progressive communities and states, the educable mentally retarded are identified at some time between kindergarten and fourth grade, live at home, and are placed in [] classes.</p> | special |
| <p>92. To achieve a measure of economic independence, the educable mentally retarded require specialized [] education, starting at about age 16-18.</p> | vocational |
| <p>93. With the best vocational and other education, some but not all educable mental retardates become economically and otherwise [] in young adulthood.</p> | independent |
| <p>94. Keeping the educable mentally retarded at home and educating them in special classes, in comparison with institutionalization, results in earlier and more marriages and also in more children. Marriage and family life are critical [] problems for mental retardates.</p> | social |
| <p>95. Educating trainable mental retardates in [] classes of public schools is so recent that the eventual outcomes are uncertain.</p> | special |

CHAPTER 14

96. Trainable mental retardates need continuing help throughout life; otherwise they will probably become permanent [] of the state when their homes are broken by the death of parents.

wards

RECOGNITION ITEMS

CHAPTER 14 NEW SETTINGS AND CONTEXTS FOR LEARNING

A. TELEVISION INSTRUCTION—Closed-Circuit Television in One University—Midwest Airborne Television Instruction

1. The merits of educational television and teaching machines are not yet fully established. The same instruction is provided simultaneously to many students by means of educational [research, television];

television

2. however, each student works with the programmed material individually when using a teaching [device, machine].

machine

3. Dunham visualized greatly improved educational opportunities for persons of all ages through the use of [commercial, educational] television.

educational

4. Mathieu stated that automated teaching with machines in foreign language had many advantages—for example, to provide each student with a private [booth, tutor],

tutor

5. and to prevent the rapid learner from being hampered by the [failing, slow] learner.

slow

6. Many psychologists and educators believe further experimentation is needed to answer questions such as: Which medium is more effective for nurturing which human [abilities, characteristics]; e. g., psychomotor and cognitive?

abilities

RECOGNITION ITEMS

7. Is one medium more effective than another in achieving certain learning [characteristics, outcomes] —e. g. , facts, concepts, attitudes?	outcomes
8. Are educational television and programed instruction equally appropriate for pupils of all ages and other [characteristics, concerns] ?	characteristics
9. How long will students respond to a non-human device with sufficient [intensity, motivation] to learn well?	motivation
10. Wischner and Scheier in 1955 stated that TV can teach but does not provide any magical solution to [communication, educational] problems,	educational
11. that there are extensive gaps in present knowledge about factors related to the effectiveness of TV [instruction, programs].	instruction
12. The main purpose of the TV study at Miami University was to determine the relative effectiveness of large- and small-group [instruction, processes].	instruction
13. Thirty-three courses were taught under experimental conditions and also under control or conventional conditions, with the large-group procedures designated [control, experimental].	experimental
14. Conventional classes of 25 to 35 students, taught by the same instructors as the experimental classes, were designated [control, traditional] classes.	control
15. There were four large-group procedures: sections taught by closed-circuit [machines, television],	television
16. large sections in which the [instructor, television] was physically present in the room,	instructor
17. independent [study, tutoring] sections,	study
18. and sections taught by [graduate, undergraduate] teaching assistants.	graduate

CHAPTER 14

19. With few exceptions, subject-matter achievement in large-group instruction was as high as in [conventional, television] instruction.

conventional
20. The large-group procedures did not reduce student proficiency in the ability to solve [problems, tasks] and to synthesize information.

problems
21. After periods ranging from one to two years, subject-matter [application, retention] was unaffected by increased class size or instructional procedure.

retention
22. Students in the TV and large non-televised sections rated the course content somewhat [less, more] favorably than did students in the conventional sections.

less
23. The students, with few exceptions, judged the [conventional, experimental] procedures to reduce the instructor's effectiveness somewhat.

experimental
24. Students in most courses indicated a preference for [conventional, experimental] classes.

conventional
25. A major determinant of student attitudes about TV and other large-group instruction was the [instructor, subject].

instructor
26. Practically all instructors who tried TV teaching [disliked, liked] it more than they originally thought they would.

liked
27. Almost all instructors preferred to teach [conventional, experimental] classes.

conventional
28. Of the four large-group procedures, the [lecture, TV] classes were judged to be best.

TV
29. The main objective of Midwest Airborne Television is to provide a better quality of [education, entertainment]

education
30. on an economically feasible basis to the rapidly increasing [home, school] and college population.

school

RECOGNITION ITEMS

- | | |
|---|--------------|
| <p>31. The more specific objectives include giving students educational experiences which often are beyond the scope of [conventional, experimental] means of instruction,</p> | conventional |
| <p>32. broadening the [curriculum, scope] of the smaller schools which are unable financially to offer a complete educational program,</p> | curriculum |
| <p>33. and enabling the classroom teacher to devote more time to the [group, individual] learning needs of students.</p> | individual |
| <p>B. SHORTHAND INSTRUCTION WITH ELECTRONIC EQUIPMENT—Some Problems in Developing Writing Speed—Description of the Equipment—Pattern of the Taped Dictation—Using the Taped Dictation—Evaluating Student Progress</p> | |
| <p>34. Efficient learning of shorthand and of foreign language may be increased markedly through the use of [electronic, visual] equipment.</p> | electronic |
| <p>35. Electronic equipment is used best in shorthand when the students are learning to take [dictation, instructions].</p> | dictation |
| <p>36. With electronic equipment, dictation that has been recorded on tapes at varying rates from slow to fast is available to students in the same room via [earphones, telephones];</p> | earphones |
| <p>37. this makes it possible for each student to select a tape that incorporates the [content, rate] most appropriate for him.</p> | rate |
| <p>38. The teacher, being freed from oral dictation, can help [individual, problem] students.</p> | individual |
| <p>39. The sequence of the instructional program on the prerecorded [lessons, tapes] is the same as that followed by the teacher without electronic equipment;</p> | tapes |
| <p>40. and the daily class procedure, except for dictation, is similar to that which [students, teachers] use normally in shorthand instruction.</p> | teachers |

41. More transcripts—written copy—are produced by the students when electronic equipment is used; therefore, the basis for [correcting, evaluating] student progress is improved.

evaluating

42. The electronic equipment and related procedures facilitate more rapid learning by the able students and simultaneously enable the average and less proficient to develop usable shorthand [concepts, skills],

skills

43. thus providing well for [group, individual] differences in rate of learning.

individual

C. FOREIGN-LANGUAGE INSTRUCTION WITH ELECTRONIC EQUIPMENT—
Problems in Foreign-Language Teaching—Description of the Electronic
Language Laboratory—Classroom Procedure—Evaluation of Student
Progress

44. The sequence in learning one's own language is listening, speaking, reading, and writing; the sequence in acquiring these skills is assumed to be the same in learning a [foreign, modern] language.

foreign

45. The electronic laboratory is most useful in developing listening-speaking or aural-oral [concepts, skills].

skills

46. As in shorthand, a principal purpose of the foreign-language laboratory is to provide for differences among students in [quality, rate] of learning.

rate

47. A principal problem in foreign-language instruction is to observe and direct each student's oral activities; one teacher cannot listen to and correct the [oral, verbal] utterances of thirty students when made simultaneously.

oral

48. The equipment for a foreign-language laboratory is much the same as for shorthand; however, to practice speaking and to listen to his own speech, each student must have a [microphone, speaker] in his booth.

microphone

RECOGNITION ITEMS

49. The material on the prerecorded tapes or phonograph records incorporates the [model, plan] to be listened to and imitated.	model
50. Keeping his own recording for part of each day's work enables the student to [evaluate, know] his own progress.	evaluate
51. This self-evaluation provides reassurance to the students who are making [mistakes, progress].	progress
D. TEACHING MACHINES—Functions—Programing—Use of Machines	
52. Teaching machines present a question or other stimulus to a student, provide a means for the student to respond, and immediately inform him of the correctness of his [effort, response].	response
53. Skinner's ideas about shaping behavior, learning, and instruction stimulated the recent interest in teaching [machines, materials].	machines
54. Skinner proposed many ideas about learning and teaching: a satisfying consequence or reinforcement immediately following a response facilitates permanent acquisition of the [habit, response];	response
55. many pupils in group situations do not learn efficiently because their correct responses are not [recognized, reinforced];	reinforced
56. in the classroom situation, reinforcements must be made long after the individual has first acquired the [reaction, response];	response
57. though the teacher cannot reinforce the desired responses of each individual in a group situation, material can be [articulated, programed] for machine use	programed
58. in such a manner that the proper number and spacing of [reinforcements, rewards] for previously acquired responses can be ascertained and subsequently accomplished;	reinforcements

CHAPTER 14

59. there is uncertainty as to the proper number and spacing of reinforcements in the early acquisition of [attitudes, behavior];	behavior
60. the well-designed machine and program will enable us to ascertain more precisely what this number and [kind, spacing] should be for each learner;	spacing
61. the teaching machine eliminates the threat of [frustration, punishment] as a means of getting students to learn;	punishment
62. instead, the learner moves through a carefully graded, progressive program whereby he continuously experiences [repetition, success] along with learning more efficiently.	success
63. Despite Skinner's enthusiasm, there are several problems to be met in connection with programmed instruction and [learning, teaching] machines.	teaching
64. The most important problems are to [program, state] the material so it is learned efficiently,	program
65. and to ascertain how well responses learned by machine [apply, transfer] to non-machine situations.	transfer
66. Two main functions of the teaching machine are to present information to which the student [recites, responds] correctly and learns,	responds
67. and to examine the students on each bit of [information, knowledge] presented.	information
68. To facilitate learning, additional background information may be presented if the student's response is [incorrect, inexact].	incorrect
69. In general, the student can learn only what has been incorporated in the [program, type],	program
70. and must acquire it in the same [condition, sequence] as presented in the program.	sequence

RECOGNITION ITEMS

71. One who writes a program for machine use, or for use in a programed textbook, should be certain that he knows what is worthwhile for students to [learn, read],	learn
72. that the [quality, sequence] of items is arranged to promote efficient learning by the machine user,	sequence
73. and that, within a single program or series of related programs, [recall, repetition] of the same item is properly managed.	repetition
74. Some machines do not present a second item until the correct response has been made to the first one; other machines permit [incorrect, novel] responses.	incorrect
75. The percentage of errors a group of students will make cannot be ascertained prior to trying out the [program, schedule].	program
76. The decision can be made in advance to permit an incorrect response before moving to the next [item, sequence] in the program.	item
77. Skinner in 1959 raised many unanswered questions about programing, including optimal level of difficulty and optimal recurrence of similar material for purposes of [recognition, review].	review
78. Porter tested out a program in spelling and concluded that its use resulted in [less, more] efficient pupil learning than did regular instruction.	more
79. Kendler pointed out that some principles of learning supported the use of teaching machines as effective [conditioning, educational] tools,	educational
80. but that we also must develop better theories of behavior, particularly those of [beliefs, transfer] and symbolic processes.	transfer
81. The learning of problem-solving processes and of creativity is less adaptable to machine instruction than is the learning of [facts, truths].	facts

CHAPTER 14

82. Pressey is credited with devising the first teaching machine, which he called a(n) [automated, self] instructional device.

self

83. Pressey pointed out, among other ideas, that the self-instructional device facilitates [questioning, research] about learning,

research

84. that the devices must not only work in the laboratory but also with average people in [average, unique] situations where they are to be used.

average

E. INSTRUCTIONAL TEAMS—New Teacher Roles, Norwalk, Connecticut—Instructional Secretaries

85. Instructional teams are being experimented with because of observable deficiencies in present teaching arrangements: the traditional arrangement of one teacher for a classroom group of 25 to 40 pupils is not resulting in the most desirable teaching-learning [activity, situation] in many cases;

situation

86. since so few persons make teaching a life career, those who do should assume more responsibility and should be [rewarded, treated] accordingly;

rewarded

87. to attract and retain able young people for a life career of teaching, about one-fourth to one-half of all teachers should be rewarded at a [professional, suitable] level;

professional

88. some current duties of teachers, such as scoring objective tests and mimeographing material, can be performed better by non-certified persons, including [secretaries, students].

secretaries

89. In general terms, team teaching means a redeployment of teachers in such a manner that the [energy, strength] of each teacher is fully utilized;

strength

90. also, a regrouping of students from the usual 25 to 30 per [course, teacher] is done;

teacher

RECOGNITION ITEMS

91. curriculum and teaching procedures are planned for a larger group of pupils by a [leader, team];	team
92. and continuous and extensive [curriculum, school] development is encouraged.	curriculum
93. In Norwalk, Connecticut, a three-member team is comprised of a teacher's aide, a cooperating teacher, and the team [leader, principal].	leader
94. The aide receives \$1700 less than a regular teacher; most of the \$1700 is added to the regular salary of the [group, team] leader.	team
95. The aide performs most of the non-teaching, [boring, routine] chores or tasks,	routine
96. thus freeing the teachers for important [interaction, professional] responsibilities of many types.	professional
97. Opinions of the parents and pupils about the Norwalk instructional team were [favorable, unfavorable];	favorable
98. freedom from routine chores and opportunity to do the best job possible, along with higher pay, appealed to the [majority, teachers].	teachers
99. In Davidson County, Tennessee, one half-time secretary and usually six teachers comprised the [educating, instructional] team.	instructional
100. After two years, the main results were these: the teachers learned to use [routine, secretarial] help effectively in improving instruction;	secretarial
101. the use of secretarial help was [financially, moderately] feasible;	financially
102. and the [source, supply] of secretarial help available to the schools was adequate.	supply
103. Four-fifths of the participating teachers preferred to let class size increase by four pupils, rather than lose three hours of [professional, secretarial] help per week.	secretarial

COMPLETION ITEMS

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television
2. however, each student works with the programmed material individually when using a teaching [].
machine
3. Dunham visualized greatly improved educational opportunities for persons of all ages through the use of [] television.
educational
4. Mathieu stated that automated teaching with machines in foreign language had many advantages—for example, to provide each student with a private [],
tutor
5. and to prevent the rapid learner from being hampered by the [] learner.
slow
6. Many psychologists and educators believe further experimentation is needed to answer questions such as: Which medium is more effective for nurturing which human []; e. g. , psychomotor and cognitive?
abilities
7. Is one medium more effective than another in achieving certain learning []—e. g. , facts, concepts, attitudes?
outcomes
8. Are educational television and programmed instruction equally appropriate for pupils of all ages and other []?
characteristics
9. How long will students respond to a non-human device with sufficient [] to learn well?
motivation

COMPLETION ITEMS

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educational
11. that there are extensive gaps in present knowledge about factors related to the effectiveness of TV [].
instruction
12. The main purpose of the TV study at Miami University was to determine the relative effectiveness of large- and small-group [].
instruction
13. Thirty-three courses were taught under experimental conditions and also under control or conventional conditions, with the large-group procedures designated [].
experimental
14. Conventional classes of 25 to 35 students, taught by the same instructors as the experimental classes, were designated [] classes.
control
15. There were four large-group procedures: sections taught by closed-circuit [],
television
16. large sections in which the [] was physically present in the room,
instructor
17. independent [] sections,
study
18. and sections taught by [] teaching assistants.
graduate
19. With few exceptions, subject-matter achievement in large-group instruction was as high as in [] instruction.
conventional
20. The large-group procedures did not reduce student proficiency in the ability to solve [] and to synthesize information.
problems
21. After periods ranging from one to two years, subject-matter [] was unaffected by increased class size or instructional procedure.
retention

CHAPTER 14

22. Students in the TV and large non-televised sections
rated the course content somewhat []
favorably than did students in the conventional
sections.

less
23. The students, with few exceptions, judged the
[] procedures to reduce the
instructor's effectiveness somewhat.

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TV
29. The main objective of Midwest Airborne Television
is to provide a better quality of []

education
30. on an economically feasible basis to the rapidly
increasing [] and college population.

school
31. The more specific objectives include giving students
educational experiences which often are beyond the
scope of [co] means of instruction,

conventional
32. broadening the [] of the smaller
schools which are unable financially to offer a
complete educational program,

curriculum
33. and enabling the classroom teacher to devote more
time to the [] learning needs of
students.

individual

COMPLETION ITEMS

- B. SHORTHAND INSTRUCTION WITH ELECTRONIC EQUIPMENT—Some Problems in Developing Writing Speed—Description of the Equipment—Pattern of the Taped Dictation—Using the Taped Dictation—Evaluating Student Progress
34. Efficient learning of shorthand and of foreign language may be increased markedly through the use of [] equipment.

electronic
 35. Electronic equipment is used best in shorthand when the students are learning to take [].

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earphones
 37. this makes it possible for each student to select a tape that incorporates the [] most appropriate for him.

rate
 38. The teacher, being freed from oral dictation, can help [] students.

individual
 39. The sequence of the instructional program on the prerecorded [] is the same as that followed by the teacher without electronic equipment;

tapes
 40. and the daily class procedure, except for dictation, is similar to that which [] use normally in shorthand instruction.

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 42. The electronic equipment and related procedures facilitate more rapid learning by the able students and simultaneously enable the average and less proficient to develop usable shorthand [],

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 43. thus providing well for [] differences in rate of learning.

individual

CHAPTER 14

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Problems in Foreign-Language Teaching—Description of the Electronic
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foreign

45. The electronic laboratory is most useful in developing listening-speaking or aural-oral [].

skills

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oral

48. The equipment for a foreign-language laboratory is much the same as for shorthand; however, to practice speaking and to listen to his own speech, each student must have a [] in his booth.

microphone

49. The material on the prerecorded tapes or phonograph records incorporates the [mo] to be listened to and imitated.

model

50. Keeping his own recording for part of each day's work enables the student to [] his own progress.

evaluate

51. This self-evaluation provides reassurance to the students who are making [].

progress

COMPLETION ITEMS

D. TEACHING MACHINES—Functions—Programing—Use of Machines

- | | |
|---|--|
| <p>52. Teaching machines present a question or other stimulus to a student, provide a means for the student to respond, and immediately inform him of the correctness of his [].</p> | <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> response |
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| <p>55. many pupils in group situations do not learn efficiently because their correct responses are not [];</p> | <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> reinforced |
| <p>56. in the classroom situation, reinforcements must be made long after the individual has first acquired the [];</p> | <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> response |
| <p>57. though the teacher cannot reinforce the desired responses of each individual in a group situation, material can be [] for machine use</p> | <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> programed |
| <p>58. in such a manner that the proper number and spacing of [] for previously acquired responses can be ascertained and subsequently accomplished;</p> | <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> reinforcements |
| <p>59. there is uncertainty as to the proper number and spacing of reinforcements in the early acquisition of [be];</p> | <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> behavior |
| <p>60. the well-designed machine and program will enable us to ascertain more precisely what this number and [] should be for each learner;</p> | <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> spacing |
| <p>61. the teaching machine eliminates the threat of [] as a means of getting students to learn;</p> | <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> punishment |

CHAPTER 14

62. instead, the learner moves through a carefully graded, progressive program whereby he continuously experiences [] along with learning more efficiently.
success
63. Despite Skinner's enthusiasm, there are several problems to be met in connection with programmed instruction and [] machines.
teaching
64. The most important problems are to [] the material so it is learned efficiently,
program
65. and to ascertain how well responses learned by machine [] to non-machine situations.
transfer
66. Two main functions of the teaching machine are to present information to which the student [] correctly and learns,
responds
67. and to examine the students on each bit of [] presented.
information
68. To facilitate learning, additional background information may be presented if the student's response is [].
incorrect
69. In general, the student can learn only what has been incorporated in the [],
program
70. and must acquire it in the same [se] as presented in the program.
sequence
71. One who writes a program for machine use, or for use in a programmed textbook, should be certain that he knows what is worthwhile for students to [],
learn
72. that the [] of the items is arranged to promote efficient learning by the machine user,
sequence
73. and that, within a single program or series of related programs, [] of the same item is properly managed.
repetition

COMPLETION ITEMS

74. Some machines do not present a second item until the correct response has been made to the first one; other machines permit [] responses.	incorrect
75. The percentage of errors a group of students will make cannot be ascertained prior to trying out the [].	program
76. The decision can be made in advance to permit an incorrect response before moving to the next [] in the program.	item
77. Skinner in 1959 raised many unanswered questions about programing, including optimal level of difficulty and optimal recurrence of similar material for purposes of [].	review
78. Porter tested out a program in spelling and concluded that its use resulted in [] efficient pupil learning than did regular instruction.	more
79. Kendler pointed out that some principles of learning supported the use of teaching machines as effective [ed] tools,	educational
80. but that we also must develop better theories of behavior, particularly those of [] and symbolic processes.	transfer
81. The learning of problem-solving processes and of creativity is less adaptable to machine instruction than is the learning of [].	facts
82. Pressey is credited with devising the first teaching machine, which he called a(n) [] instructional device.	self
83. Pressey pointed out, among other ideas, that the self-instructional device facilitates [] about learning,	research
84. that the devices must not only work in the laboratory but also with average people in [] situations where they are to be used.	average

CHAPTER 14

E. INSTRUCTIONAL TEAMS—New Teacher Roles, Norwalk, Connecticut— Instructional Secretaries

85. Instructional teams are being experimented with because of observable deficiencies in present teaching arrangements: the traditional arrangement of one teacher for a classroom group of 25 to 40 pupils is not resulting in the most desirable teaching-learning [] in many cases;
situation
86. since so few persons make teaching a life career, those who do should assume more responsibility and should be [] accordingly;
rewarded
87. to attract and retain able young people for a life career of teaching, about one-fourth to one-half of all teachers should be rewarded at a [] level;
professional
88. some current duties of teachers, such as scoring objective tests and mimeographing material, can be performed better by non-certified persons, including [].
secretaries
89. In general terms, team teaching means a redeployment of teachers in such a manner that the [st] of each teacher is fully utilized;
strength
90. also, a regrouping of students from the usual 25 to 30 per [] is done;
teacher
91. curriculum and teaching procedures are planned for a larger group of pupils by a [];
team
92. and continuous and extensive [cu] development is encouraged.
curriculum
93. In Norwalk, Connecticut, a three-member team is comprised of a teacher's aide, a cooperating teacher, and the team [].
leader
94. The aide receives \$1700 less than a regular teacher; most of the \$1700 is added to the regular salary of the [] leader.
team

COMPLETION ITEMS

95. The aide performs most of the non-teaching, [] chores or tasks,	routine
96. thus freeing the teachers for important [pr] responsibilities of many types.	professional
97. Opinions of the parents and pupils about the Norwalk instructional team were [];	favorable
98. freedom from routine chores and opportunity to do the best job possible, along with higher pay, appealed to the [].	teachers
99. In Davidson County, Tennessee, one half-time secretary and usually six teachers comprised the [] team.	instructional
100. After two years, the main results were these: the teachers learned to use [] help effectively in improving instruction;	secretarial
101. the use of secretarial help was [fi] feasible;	financially
102. and the [] of secretarial help available to the schools was adequate.	supply
103. Four-fifths of the participating teachers preferred to let class size increase by four pupils, rather than lose three hours of [] help per week.	secretarial

RECOGNITION ITEMS

PART IV EVALUATION AND MEASUREMENT

CHAPTER 15 EVALUATION AND MEASUREMENT: STANDARDIZED TESTS

A. PURPOSES OF EVALUATING AND MEASURING

- Help the Student Progress in Learning Tasks
- Ascertain How Well the Student is Learning
- Understand Abilities and Other Characteristics of Students
- Facilitate Self-Understanding and Self-Evaluation by the Student
- Judge the Effectiveness of the Instructional and Related Programs
- Assist in Making Curriculum and Administrative Judgments
- Extend Knowledge About Human Abilities and Teaching-Learning Processes

1. * The most important purpose of [evaluation, observation] is to help the student make progress in achieving desired learning outcomes.

evaluation

2. The teacher must know what is correct or acceptable in order to help the student [gain, progress] in learning tasks.

progress

3. The teacher's identifying inadequate methods or responses of students and overcoming them [helps, impedes] students progress in learning tasks.

helps

4. * Daily evaluation enables the teacher to ascertain how well the student is [growing, learning].

learning

5. Evaluation instruments and procedures other than tests may be used to ascertain how well the [organism, student] is learning.

student

6. Tests may be given at the beginning and the end of each unit to [ascertain, delineate] how well the student is learning.

ascertain

*Designates the first item for each successive generalization.

CHAPTER 15

- 7.* Informal teacher observation, published tests, and other means of evaluating are used to understand the abilities and other [characteristics, motives] of students.

characteristics

8. To decide whether a child is learning as well as might reasonably be expected, the teacher needs reliable information about the child's cognitive abilities, psychomotor [abilities, tasks], and other characteristics.

abilities

9. Since students are required by law to attend school, the teacher should try to [realize, understand] the abilities and other characteristics of each student.

understand

10. Understanding the abilities and characteristics of students is often neglected in the total [evaluation, measuring] program of the school.

evaluation

- 11.* Students must participate in gathering and interpreting information about themselves in order to facilitate self-understanding and self-[evaluation, measurement].

evaluation

12. It is the teacher's responsibility to determine the extent to which students participate in gathering, interpreting, and using information to [ease, facilitate] self-understanding and self-evaluation.

facilitate

13. Students' sharing in evaluation directly related to learning the course content facilitates [group-, self-] understanding and evaluation.

self-

- 14.* Objectives of instruction, guidance, and the like must be stated clearly in order to judge the effectiveness of the instructional and related [affairs, programs] of the school.

programs

15. A teacher gives a pretest and post-test and finds that most students did not gain. This information is useful in judging the effectiveness of the teacher's [guidance, instructional] program.

instructional

16. An expert evaluates the school's counseling procedures and outcomes. This is useful in [judging, stating] the effectiveness of the counseling program.

judging

RECOGNITION ITEMS

- 17.* Besides supplying information directly related to teaching-learning processes, continuous evaluation assists in making more comprehensive curriculum and administrative [changes, judgments].

judgments

18. A test shows that the oldest and best-coordinated second-grader achieves at fifth-grade levels, and the child is promoted from the second to fourth grade. Here evaluation has assisted in making an [acceleration, administrative] judgment.

administrative

19. On a city-wide educational achievement battery, pupil achievement in all subjects except spelling , is well above national norms. This information is useful in making judgments about the [administration, curriculum].

curriculum

- 20.* In the complete evaluation program of most schools little effort is given to extend [cognition, knowledge] about human abilities and teaching-learning processes.

knowledge

21. Measurement in the social sciences is not precise because human beings and their interactions are complex. This impedes the extension of knowledge about teaching-learning [behaviors, processes].

processes

22. Much more research has been done in military than in school settings to extend knowledge about [cognitive, human] abilities.

human

- B. CHARACTERISTICS OF A GOOD EVALUATION PROCEDURE—Validity—Reliability—Useability

23. An excellent test is valid, reliable, and useable. Content, concurrent, predictive, and construct are adjectives used to designate four types of test [useability, validity].

validity

24. A fifty-word test in spelling samples the 500 words supposedly learned or taught. A test which samples a specified universe of content has [content, predictive] validity.

content

CHAPTER 15

- | | |
|--|---|
| <p>25. A teacher gives students a multiple-choice test of vocabulary. The test scores correlate highly with concurrent ratings of their vocabulary in oral and written work. The test has high [concurrent, content] validity.</p> | <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> concurrent |
| <p>26. The relationship of test scores to an accepted contemporary criterion of performance on the variable which the test is intended to measure indicates [concurrent, content] validity.</p> | <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> concurrent |
| <p>27. Scores on an achievement test in mathematics at the beginning of a semester correlated highly with teacher grades in mathematics at the end of the semester. This achievement test had high [concurrent, predictive] validity.</p> | <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> predictive |
| <p>28. The relationship of test scores to measures on a criterion based on performance at some later time is indicative of [criterion, predictive] validity.</p> | <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> predictive |
| <p>29. Scores on a work-study skills test increase at each successive grade level. We infer that this test has [concurrent, construct] validity.</p> | <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> construct |
| <p>30. Logical inferences from experimental evidence or other information are made to estimate [concurrent, construct] validity.</p> | <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> construct |
| <p>31. Standardized educational achievement tests, more often than other published tests, demonstrate all four types of [usefulness, validity].</p> | <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> validity |
| <p>32. Coefficients of stability, equivalence, and internal consistency are computed to ascertain the reliability of a test. Accuracy and consistency of measurement are indicative of test [reliability, validity].</p> | <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> reliability |
| <p>33. Students are administered the same test on two occasions without opportunity to learn between testing. The two sets of scores are correlated, and the result obtained is called the coefficient of [stability, validity].</p> | <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> stability |

RECOGNITION ITEMS

34. If a spelling test were given on two consecutive days to the same students and each student obtained the same score both times, the coefficient of [scores, stability] would be perfect, 1.00 .	stability
35. To prevent practice or learning effects from occurring from use of the same test with the same students, test makers produce [equivalent, similar] forms of the test.	equivalent
36. Teachers often do not construct two equivalent forms of the same test but divide the test into two halves. Each half of the test, properly divided, is an independent and [equivalent, useful] form of the same test.	equivalent
37. When two equivalent forms of the same test are administered, rather than the same test, the resulting correlation between the test scores is called a coefficient of [concurrence, equivalence].	equivalence
38. Other procedures are available also to determine the reliability of a [rating, test] and other measuring instruments.	test
39. A test that does not measure accurately and consistently has low reliability; it also has low concurrent and predictive [validity, value].	validity
40. A test comprised of items which are so easy that most students get all of them correct or so difficult that most students cannot answer them correctly has low [consistency, reliability].	reliability
41. A 50-item objective test is usually more reliable than a short test of ten items; however, inadequate scoring of any test produces low [reliability, stability].	reliability
42. The time required for administration, the ease of administering and scoring, and the knowledge required for interpreting the results are important factors associated with the [useability, validity] of the test.	useability

43. Cost and mechanical make-up are also practical matters which determine the [benefits, useability] of a test.

useability

C. CHARACTERISTICS OF STANDARDIZED TESTS

44. A good standardized test is reliable, valid, and [interesting, useable].

useable

45. High reliability and validity of standardized tests are attained partially through excellent construction and selection of the test [booklet, items].

items

46. When instructions for administering a published test are the same for everyone who administers it, the test [administration, profile] is standardized.

administration

47. If an answer key has been prepared and all scorers get the same score for each test paper, the scoring is [standardized, uniform].

standardized

48. When raw scores on a test can be converted to grade equivalents, percentile scores, or other scores by use of the accompanying test manual, the interpretation of raw scores is partially [standardized, subjective].

standardized

49. Test norms are not standards to be reached, but are based on the entire set of [judgments, scores] made by the group on which the test was standardized.

scores

D. COMMONLY USED STANDARDIZED AND OTHER PUBLISHED TESTS— Individual Intelligence Tests—Group Tests of General Intellectual Ability—Single Special Aptitude Tests and Multiaptitude Batteries— Single Tests and Batteries of Educational Achievement—Interest Inventories—Personality Inventories and Check Lists—Projective Tests of Personality

50. Educational achievement tests, tests of general intellectual ability or IQ tests, interest inventories, and personality inventories are the main standardized tests [administered, selected] by school teachers.

administered

RECOGNITION ITEMS

51. Larson and McCreary found the most widely used standardized tests to be academic aptitude, also referred to as tests of general [intellectual, scholastic] ability.	intellectual
52. The 1960 Form L-M, Stanford-Binet Intelligence Scale, an individual test, measures the level of mental development from age two to Superior [Adolescent, Adult] III.	Adult
53. The scale has six subtests for each year of CA, 6-14. Two months MA is given for each [question, subtest] that is passed.	subtest
54. If an eight-year-old passes all tests for age eight, he receives ninety-six months [CA, MA];	MA
55. for each of the six subtests at each CA level passed thereafter, he receives an additional [two, four] months MA.	two
56. The total MA is computed, divided by actual CA, and multiplied by 100; the resulting score is the [AA, IQ].	IQ
57. The eight-year-old with an MA of 120 months has an IQ of [80, 125].	125
58. The 1916 and 1937 forms of the Stanford-Binet were based on the assumption that mental growth started slowing down at age thirteen and reached its maximum at age [sixteen, twenty].	sixteen
59. Although the idea of MA is not abandoned in the 1960 Form L-M, the IQ may now be converted into a deviation [IQ, MA].	IQ
60. The ratio IQ, used in earlier editions of the Stanford-Binet, was found less reliable than the [conversion, deviation] IQ.	deviation
61. The 1960 Form L-M, like the earlier forms of the Stanford-Binet, is based on the assumption that intelligence is a [general, specific] intellectual ability.	general

CHAPTER 15

- | | |
|---|--------------|
| 62. The Wechsler Intelligence Scale for Children, WISC, does not incorporate the concept of mental [age, measurement]. | age |
| 63. The WISC from the start, as does the current 1960 Stanford-Binet, yields a [deviation, raw] IQ. | deviation |
| 64. According to Wechsler, intelligence is the aggregate or global capacity of the individual to act purposefully, to think rationally, and to deal effectively with his environment; intellectual ability is [global, specific], not general. | global |
| 65. The WISC consists of twelve main tests which are divided into two subgroups—Verbal and Performance. Information, comprehension, arithmetic, similarities, vocabulary, and digit span are the six [Performance, Verbal] tests. | Verbal |
| 66. Picture completion, picture arrangement, block design, object assembly, coding, and mazes are the six [Performance, Verbal] tests. | Performance |
| 67. The skilled examiner administers the WISC to the individual child according to standardized instructions and scores according to [normal, standardized] procedures. | standardized |
| 68. The raw scores in each subtest are changed to scaled scores, using appropriate tables. The Full-Scale score is the sum of the Verbal score and the Performance score. The examiner then uses appropriate tables to ascertain the Verbal IQ, Performance IQ, and Full-Scale [IQ, score]. | IQ |
| 69. A profile of the subtest scores on the WISC can be plotted and may be useful to clinicians in diagnosis of brain injury, personality disorders, and the like; for this reason the WISC is used widely in [clinical, mental] settings. | clinical |
| 70. Group tests of general intellectual ability are usually administered to classroom or larger groups of students by [psychologists, teachers]. | teachers |

RECOGNITION ITEMS

71. Each student in the group should understand the directions, want to do his best, and be physically and emotionally in good condition to do his best, when taking a [collective, group] test.	
	group
72. When a purpose of testing is to secure a more thorough understanding of the individual, a group test is less effective than an [individual, IQ] test.	
	individual
73. Group tests of intellectual ability for use in school situations have been developed primarily to help make two types of decisions: first, what the student is now ready to [do, learn];	
	learn
74. second, how well he will [achieve, work] in school or in an occupation at some time in the future.	
	achieve
75. If one identified all pupils with IQ's at or above 115, he might identify many more pupils on one test than another; however, if he identified all pupils at or above the 85th percentile on national norms he should get about the same [number, probability], regardless of test used.	
	number
76. The California Test of Mental Maturity yields three IQ's—Language, Non-language, and Total. Of most practical significance for school purposes is the [Language, Total] IQ.	
	Total
77. The GQT, SCAT, Lorge-Thorndike, and Miller Analogies are a few of a large number of group tests of general intellectual [ability, development].	
	ability
78. IQ tests are more useful in predicting success in English and other academic subjects than in the fine and applied arts; the Meier Art Judgment Test is a type of special [aptitude, information] test.	
	aptitude
79. The Differential Aptitude Tests are not a single test but a multiaptitude [arrangement, battery].	
	battery
80. The General Aptitude Test Battery, widely used in the United States Employment Service, is helpful in [measuring, predicting] success in various occupations.	
	predicting

CHAPTER 15

81. Standardized tests intended to measure the extent to which pupils have achieved in mathematics, English, and the like are called educational [achievement, attainment] tests.
-
- achievement
82. Results from the best standardized achievement tests provide only partial evidence about the quality or effectiveness of the [educational, training] program of a school.
-
- educational
83. Standardized educational achievements have been used too much in categorizing and grading pupils, too little in understanding pupils and improving their [instruction, skills].
-
- instruction
84. Of all types of standardized group tests, achievement tests are the [least, most] valuable in a variety of school situations.
-
- most
85. The Iowa Tests of Basic Skills measure abilities and skills related to broad curriculum fields rather than achievements in each separate [skill, subject].
-
- subject
86. The California Achievement Tests and the Sequential Tests of Educational Progress are representative of many excellent standardized educational achievement [batteries, inventories].
-
- batteries
87. Interest inventories assess current preferences of the respondent. On the basis of this assessment, predictions are made about his future [concerns, interests].
-
- interests
88. Since interests are not stable in early adolescence, it is difficult to make accurate predictions based on the responses of ninth-graders to an interest [inventory, profile].
-
- inventory
89. The procedures for securing items of the Strong Vocational Interest Blank for Men enabled Strong to relate expressed preferences of respondents to the preferences of successful adults in 47 specific occupations and in six broad [occupational, professional] groups.
-
- occupational

RECOGNITION ITEMS

- | | |
|---|-------------|
| 90. Strong developed one blank for men and another for women. Males and females do not demonstrate the same vocational [aspirations, interests]. | interests |
| 91. School people properly give more weight to the results of educational achievement and IQ tests in making educational decisions than to the [results, sets] of interest inventories. | results |
| 92. Cronbach identified three issues in the use of personality tests, the most important being ethical. To give a personality test under the guise of an opinion poll is [ethical, unethical]. | unethical |
| 93. The Minnesota Multiphasic Personality Inventory, as originally developed with [abnormal, normal] personalities, included nine psychiatric scales; | abnormal |
| 94. it is not intended for use by [psychologists, teachers]. | teachers |
| 95. The Mooney Problem Check List, widely used in the schools, is intended to help the student identify his personal [frustrations, problems]. | problems |
| 96. Though the stimulus material in the Rorschach Ink Blot Test is standardized, the interpretation of the [questions, responses] is not; | responses |
| 97. the Rorschach is not intended for use by [clinicians, teachers]. | teachers |
| 98. In some hospitals and other diagnostic or treatment centers, reliance is placed upon Rorschach results in the diagnosis of [cognitive, personality] disorders. | personality |

COMPLETION ITEMS

CHAPTER 15 EVALUATION AND MEASUREMENT: STANDARDIZED TESTS

A. PURPOSES OF EVALUATING AND MEASURING

- Help the Student Progress in Learning Tasks
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- 1.* The most important purpose of []
is to help the student make progress in achieving
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evaluation

2. The teacher must know what is correct or acceptable
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progress

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[] students progress in learning
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helps

- 4.* Daily evaluation enables the teacher to ascertain
how well the student is [].

learning

5. Evaluation instruments and procedures other than
tests may be used to ascertain how well the
[] is learning.

student

6. Tests may be given at the beginning and the end of
each unit to [] how well the
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ascertain

- 7.* Informal teacher observation, published tests, and
other means of evaluating are used to understand
the abilities and other [] of
students.

characteristics

* Designates the first item for each successive generalization.

- abilities

understand

evaluation

evaluation

facilitate

self-

programs

instructional

judging

CHAPTER 15

- 17.* Besides supplying information directly related to teaching-learning processes, continuous evaluation assists in making more comprehensive curriculum and administrative [].
-
- judgments
18. A test shows that the oldest and best-coordinated second-grader achieves at fifth-grade levels, and the child is promoted from the second to fourth grade. Here evaluation has assisted in making an [] judgment.
-
- administrative
19. On a city-wide educational achievement battery, pupil achievement in all subjects except spelling is well above national norms. This information is useful in making judgments about the [].
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- curriculum
- 20.* In the complete evaluation program of most schools little effort is given to extend [] about human abilities and teaching-learning processes.
-
- knowledge
21. Measurement in the social sciences is not precise because human beings and their interactions are complex. This impedes the extension of knowledge about teaching-learning [].
-
- processes
22. Much more research has been done in military than in school settings to extend knowledge about [] abilities.
-
- human
- B. CHARACTERISTICS OF A GOOD EVALUATION PROCEDURE—Validity—Reliability—Useability
23. An excellent test is valid, reliable, and useable. Content, concurrent, predictive, and construct are adjectives used to designate four types of test [].
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- validity
24. A fifty-word test in spelling samples the 500 words supposedly learned or taught. A test which samples a specified universe of content has [] validity.
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COMPLETION ITEMS

- | | |
|---|-------------|
| 25. A teacher gives students a multiple-choice test of vocabulary. The test scores correlate highly with concurrent ratings of their vocabulary in oral and written work. The test has high [] validity. | concurrent |
| 26. The relationship of test scores to an accepted contemporary criterion of performance on the variable which the test is intended to measure indicates [] validity. | concurrent |
| 27. Scores on an achievement test in mathematics at the beginning of a semester correlated highly with teacher grades in mathematics at the end of the semester. This achievement test had high [] validity. | predictive |
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| 29. Scores on a work-study skills test increase at each successive grade level. We infer that this test has [] validity. | construct |
| 30. Logical inferences from experimental evidence or other information are made to estimate [] validity. | construct |
| 31. Standardized educational achievement tests, more often than other published tests, demonstrate all four types of []. | validity |
| 32. Coefficients of stability, equivalence, and internal consistency are computed to ascertain the reliability of a test. Accuracy and consistency of measurement are indicative of test []. | reliability |
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CHAPTER 15

34. If a spelling test were given on two consecutive days to the same students and each student obtained the same score both times, the coefficient of [] would be perfect, 1.00.

stability

35. To prevent practice or learning effects from occurring from use of the same test with the same students, test makers produce [eq] forms of the test.

equivalent

36. Teachers often do not construct two equivalent forms of the same test but divide the test into two halves. Each half of the test, properly divided, is an independent and [] form of the same test.

equivalent

37. When two equivalent forms of the same test are administered, rather than the same test, the resulting correlation between the test scores is called a coefficient of [].

equivalence

38. Other procedures are available also to determine the reliability of a [] and other measuring instruments.

test

39. A test that does not measure accurately and consistently has low reliability; it also has low concurrent and predictive [].

validity

40. A test comprised of items which are so easy that most students get all of them correct or so difficult that most students cannot answer them correctly has low [].

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41. A 50-item objective test is usually more reliable than a short test of ten items; however, inadequate scoring of any test produces low [].

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42. The time required for administration, the ease of administering and scoring, and the knowledge required for interpreting the results are important factors associated with the [] of the test.

useability

COMPLETION ITEMS

43. Cost and mechanical make-up are also practical matters which determine the [] of a test.

useability

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useable

45. High reliability and validity of standardized tests are attained partially through excellent construction and selection of the test [].

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administered

CHAPTER 15

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52. The 1960 Form L-M, Stanford-Binet Intelligence Scale, an individual test, measures the level of mental development from age two to Superior [] III.	Adult
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54. If an eight-year-old passes all tests for age eight, he receives ninety-six months [];	MA
55. for each of the six subtests at each CA level passed thereafter, he receives an additional [] months MA.	two
56. The total MA is computed, divided by actual CA, and multiplied by 100; the resulting score is the [].	IQ
57. The eight-year-old with an MA of 120 months has an IQ of [].	125
58. The 1916 and 1937 forms of the Stanford-Binet were based on the assumption that mental growth started slowing down at age thirteen and reached its maximum at age [].	sixteen
59. Although the idea of MA is not abandoned in the 1960 Form L-M, the IQ may now be converted into a deviation [].	IQ
60. The ratio IQ, used in earlier editions of the Stanford-Binet, was found less reliable than the [] IQ.	deviation
61. The 1960 Form L-M, like the earlier forms of the Stanford-Binet, is based on the assumption that intelligence is a [] intellectual ability.	general

COMPLETION ITEMS

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| <p>62. The Wechsler Intelligence Scale for Children, WISC, does not incorporate the concept of mental [].</p> | age |
| <p>63. The WISC from the start, as does the current 1960 Stanford-Binet, yields a [] IQ.</p> | deviation |
| <p>64. According to Wechsler, intelligence is the aggregate or global capacity of the individual to act purposefully, to think rationally, and to deal effectively with his environment; intellectual ability is [], not general.</p> | global |
| <p>65. The WISC consists of twelve main tests which are divided into two subgroups—Verbal and Performance. Information, comprehension, arithmetic, similarities, vocabulary, and digit span are the six [] tests.</p> | Verbal |
| <p>66. Picture completion, picture arrangement, block design, object assembly, coding, and mazes are the six [] tests.</p> | Performance |
| <p>67. The skilled examiner administers the WISC to the individual child according to standardized instructions and scores according to [] procedures.</p> | standardized |
| <p>68. The raw scores in each subtest are changed to scaled scores, using appropriate tables. The Full-Scale score is the sum of the Verbal score and the Performance score. The examiner then uses appropriate tables to ascertain the Verbal IQ, Performance IQ, and Full-Scale [].</p> | IQ |
| <p>69. A profile of the subtest scores on the WISC can be plotted and may be useful to clinicians in diagnosis of brain injury, personality disorders, and the like; for this reason the WISC is used widely in [] settings.</p> | clinical |
| <p>70. Group tests of general intellectual ability are usually administered to classroom or larger groups of students by [].</p> | teachers |

CHAPTER 15

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| 71. Each student in the group should understand the directions, want to do his best, and be physically and emotionally in good condition to do his best, when taking a [] test. | group |
| 72. When a purpose of testing is to secure a more thorough understanding of the individual, a group test is less effective than an [] test. | individual |
| 73. Group tests of intellectual ability for use in school situations have been developed primarily to help make two types of decisions: first, what the student is now ready to []; | learn |
| 74. second, how well he will [ac] in school or in an occupation at some time in the future. | achieve |
| 75. If one identified all pupils with IQ's at or above 115, he might identify many more pupils on one test than another; however, if he identified all pupils at or above the 85th percentile on national norms he should get about the same [nu], regardless of test used. | number |
| 76. The California Test of Mental Maturity yields three IQ's—Language, Non-language, and Total. Of most practical significance for school purposes is the [] IQ. | Total |
| 77. The GQT, SCAT, Lorge-Thorndike, and Miller Analogies are a few of a large number of group tests of general intellectual []. | ability |
| 78. IQ tests are more useful in predicting success in English and other academic subjects than in the fine and applied arts; the Meier Art Judgment Test is a type of special [] test. | aptitude |
| 79. The Differential Aptitude Tests are not a single test but a multiaptitude []. | battery |
| 80. The General Aptitude Test Battery, widely used in the United States Employment service, is helpful in [] success in various occupations. | predicting |

COMPLETION ITEMS

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| 81. Standardized tests intended to measure the extent to which pupils have achieved in mathematics, English, and the like are called educational [] tests. | achievement |
| 82. Results from the best standardized achievement tests provide only partial evidence about the quality or effectiveness of the [] program of a school. | educational |
| 83. Standardized educational achievements have been used too much in categorizing and grading pupils, too little in understanding pupils and improving their [in]. | instruction |
| 84. Of all types of standardized group tests, achievement tests are the [] valuable in a variety of school situations. | most |
| 85. The Iowa Tests of Basic Skills measure abilities and skills related to broad curriculum fields rather than achievements in each separate []. | subject |
| 86. The California Achievement Tests and the Sequential Tests of Educational Progress are representative of many excellent standardized educational achievement []. | batteries |
| 87. Interest inventories assess current preferences of the respondent. On the basis of this assessment, predictions are made about his future []. | interests |
| 88. Since interests are not stable in early adolescence, it is difficult to make accurate predictions based on the responses of ninth-graders to an interest []. | inventory |
| 89. The procedures for securing items of the Strong Vocational Interest Blank for Men enabled Strong to relate expressed preferences of respondents to the preferences of successful adults in 47 specific occupations and in six broad [] groups. | occupational |

CHAPTER 15

90. Strong developed one blank for men and another for women. Males and females do not demonstrate the same vocational [].
 _____ interests
91. School people properly give more weight to the results of educational achievement and IQ tests in making educational decisions than to the [] of interest inventories.
 _____ results
92. Cronbach identified three issues in the use of personality tests, the most important being ethical. To give a personality test under the guise of an opinion poll is [].
 _____ unethical
93. The Minnesota Multiphasic Personality Inventory, as originally developed with [] personalities, included nine psychiatric scales;
 _____ abnormal
94. it is not intended for use by [].
 _____ teachers
95. The Mooney Problem Check List, widely used in the schools, is intended to help the student identify his personal [].
 _____ problems
96. Though the stimulus material in the Rorschach Ink Blot Test is standardized, the interpretation of the [] is not;
 _____ responses
97. the Rorschach is not intended for use by [].
 _____ teachers
98. In some hospitals and other diagnostic or treatment centers, reliance is placed upon Rorschach results in the diagnosis of [pe] disorders.
 _____ personality

RECOGNITION ITEMS

CHAPTER 16 TEACHER-MADE TESTS AND INFORMAL EVALUATION PROCEDURES

A. OBSERVATION AND RATING OF PERFORMANCES—Types of Informal Observation and Rating—Rating Scales—Check Lists—Anecdotal Records

1. Evaluation is a continuous process of securing and interpreting information to ascertain the quality and amount of student progress toward educational [objectives, processes].

objectives
2. Standardized and other published tests, teacher-made tests, and informal procedures are required for comprehensive [evaluation, testing].

evaluation
3. Paper-and-pencil tests are less useful in appraising psychomotor skills than is teacher observation and rating of the many daily [accomplishments, performances] of the students.

performances
4. Teachers use rating scales, check lists, and anecdotal records in their informal [measurement, observation] and rating of students' performances.

observation
5. Teachers not only rate students but report their [ratings, scores] to the students, parents, and school officials.

ratings
6. Reporting pupil progress with modern report cards illustrates the amount of careful [effort, observation] and rating required of the teacher.

observation
7. The report card, like a comprehensive system of evaluation, should be based on the main [activities, objectives] of the class.

objectives
8. The Monona Grove Report Card is the same for each subject offered in the high school. The teacher observes and rates each student's individual [goal, performance],

performance
9. school [behavior, citizenship],

citizenship
10. and knowledge and skills in the [class, subject].

subject

CHAPTER 16

11. Based on these three ratings, which are incorporated in grades of A-F, the teacher arrives at a grade for [comprehensive, total] growth and performance.	total
12. In the Monona Grove system, "plans work wisely" is a specific performance pertaining to the larger category—[individual, total] performance,	individual
13. "recites effectively" pertains to knowledge and [growth, skills] in the subject,	skills
14. "is courteous" is a subarea of [effective, school] citizenship.	school
15. The teacher rates the child on the Report Form of the Ernest Horn Elementary School in relation to his background and [ability, home];	ability
16. in arithmetic, for example, the child is rated Better Than, Consistent With, or [Lesser, Poorer] Than what might have reasonably been expected of him.	Poorer
17. Many outcomes in arithmetic, science, and other subjects cannot be appraised readily with tests. Appraising the student's understanding of mathematical concepts and skills can be accomplished through teacher [attention, observation].	observation
18. The best time to evaluate skills is when the students are performing the [activities, skills].	skills
19. To facilitate efficient learning, the teacher's evaluation of problem-solving processes of students should be accompanied by reinforcement or confirmation of correct [ideas, responses],	responses
20. and with identification and [correction, improvement] of errors.	correction
21. A rating scale provides a means of summarizing and recording the results of [experiments, observations].	observations

RECOGNITION ITEMS

22. Three factors are closely associated with the accuracy of ratings: the exactness of the definition of the [activity, performance] being rated,	performance
23. the discrimination with which the various [points, ratings] are made, and the competence of the rater.	ratings
24. To secure the judgments of teachers in the experiment dealing with acceleration of pupils in Racine, pupil nominees for acceleration were [checked, rated] by their teacher toward the end of the second grade;	rated
25. each nominee was rated on a number of traits associated with giftedness and also on achievement in each school [attitude, subject];	subject
26. how well the second-grader could now do beginning fourth-grade work was the last item on the rating [form, scale].	scale
27. The pupils were also administered a group IQ test and an educational achievement [battery, profile].	battery
28. Three persons independently rated the creativity of each student's responses in Milwaukee, thereby increasing the [accuracy, validity] of the ratings.	accuracy
29. Principles for constructing rating scales and check [lists, scales] are alike:	lists
30. select the qualities and performances to be rated or checked in relation to the [activities, objectives] of the class;	objectives
31. construct rating scales and check lists for important objectives which [can, cannot] be evaluated well by other means;	cannot
32. carefully describe each rating in terms of your ability to [discriminate, establish] student performances related to it;	discriminate

CHAPTER 16

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|---|----------------|
| 33. compare your ratings with those of another teacher who performs the [rating, testing] at the same time; | rating |
| 34. make the scales or lists understandable to the students so that they aspire toward higher [cooperation, performance] and also may rate themselves. | performance |
| 35. Anecdotal records are less concise than rating scales. The pupil's behavior is observed, but not rated, in several situations, and the observations are summarized in anecdotal [records, reports]. | records |
| 36. In keeping anecdotal records, briefly, but in enough detail to reveal important aspects, describe the [place, situation] in which the behavior occurs; | situation |
| 37. record the pupil's [behavior, conduct] exactly as it occurs, including specific details; | behavior |
| 38. then check what has been recorded to make sure that no [objective, subjective] comments are included; | subjective |
| 39. finally, interpret the behavior, if there is enough information to reveal a pattern, and indicate clearly that this part of the record is your [interpretation, report]. | interpretation |
| <p>B. PAPER-AND-PENCIL OBJECTIVE TESTS OF ACHIEVEMENT—Types of Objective Test Items—Types of Outcomes Measured—Tests of Work Samples—Guides for Constructing Objective Tests</p> | |
| 40. Alternate-choice, multiple-choice, multiple-response, matching, and completion are the principal types of [objective, subjective] test items. | objective |
| 41. True-False, Yes-No, Right-Wrong, Agree-Disagree, and Same-Different are types of alternate-choice test [answers, items]. | items |
| 42. Adaptability to testing in many classes, usefulness in testing much material in a short time, and easy scoring are strengths of [alternate-, objective-] choice tests. | alternate- |

RECOGNITION ITEMS

43. Weaknesses of alternate-choice tests are that guessing is encouraged, the learner is presented with a wrong response, and the difficulty in constructing items in which one [choice, item] is always correct.	
44. The student selects one of three or more choices as the correct or best answer in a [manifold-, multiple-] choice item.	choice
45. The student's task is to indicate all the correct choices in a multiple- [choice, response] item.	multiple-
46. In constructing multiple-choice tests, make each test item deal with a [real, significant] concept, generalization, or other outcome of learning;	response
47. state the introduction to the choice—the stem—and the [choices, remainder] clearly;	significant
48. do not use [identical, synonymous] words in the stem and in the correct choice;	choices
49. include at least [four, six] choices in each item to minimize guessing;	identical
50. make the choices in each item [different, parallel] in grammatical construction;	four
51. make all choices in each item [difficult, plausible] and of about equal length;	parallel
52. distribute the correct choices equally in the total test—that is, have equal numbers of A, B, C, D [choices, responses] as the correct ones;	plausible
53. set up clear instructions for the students to follow and arrange for quick [examination, scoring] of the test;	choices
54. in an untimed test, place the [difficult, easy] items first in the test to encourage the student;	scoring
55. include difficult items early in a [long, timed] test.	easy
	timed

CHAPTER 16

56. Items which call for pairing an item in the first column with a word or phrase in the second column are [matching, paired] items.	matching
57. Matching items usually do not measure meaning, only whether the correct [association, test] has been made.	association
58. In testing association of synonyms and association of men with events, use at least two sets of matching [items, questions].	items
59. When constructing matching items, use related materials within each group of items to be [matched, related].	matched
60. The possibility of guessing correctly is reduced by including a [choice, distracter] in each set of matching items.	distracter
61. Tests in which the student is required to fill in words or phrases which have been omitted are called [completion, recognition] tests.	completion
62. Completion items are useful for measuring [recall, recognition] of information.	recall
63. Progress is being made in constructing objective-type tests of many kinds. The ability to apply factual information, to analyze it, to draw correct conclusions, and to evaluate information are being appraised with skillfully constructed [multiple-, objective-] type test items.	objective-
64. In many classes, students complete assignments and hand in their written work as part of it. For example, the student hands in what he has written during a five-minute period in a shorthand class; this is one type of [response, work] sample.	work
65. An outline map completed or a set of problems worked in science may provide excellent work [assignments, samples].	samples
66. Some work samples may be rated or scored as [objectively, thoughtfully] as tests.	objectively

RECOGNITION ITEMS

67. Ross and Stanley have prepared excellent guides for constructing objective [questions, tests] in four stages—planning, preparing, trying out, and evaluating.	
	tests
68. That the test should reflect the approximate proportion of emphasis in the course is considered when [planning, preparing] the test.	
	planning
69. Whether to include more than one type of item is considered when [preparing, writing] the test.	
	preparing
70. The results of the test are checked against an outside criterion when [constructing, evaluating] the test.	
	evaluating
C. ESSAY TESTS—Clarity of Expression—Recall and Organization—Critical Evaluation	
71. Clarity of expression, ability to recall and organize information, and ability to evaluate critically may be appraised with [essay, written] tests.	
	essay
72. In creative writing, English composition, journalism, and business English, the ability to [describe, express] oneself clearly is an important objective.	
	express
73. An important outcome of instruction in social studies, science, and literature is the ability to recall and [collect, organize] information.	
	organize
74. Essay test items beginning with "How," "Why," "Compare," and "Contrast" are useful in measuring the [ability, facility] to evaluate critically.	
	ability
75. Better study methods may be acquired more efficiently by the student when preparing to take essay than when preparing to take [objective, standardized] tests.	
	objective
76. Essay tests which sample only limited content of a course have low content [reliability, validity];	
	validity
77. and when subjectivity enters into the scoring, they have low [reliability, value].	
	reliability

78. Considerable validity and reliability are possible when the teacher constructs the essay test [items, material] carefully,

items

79. defines the criteria for [answering, scoring] each item prior to the actual scoring or marking,

scoring

80. and subsequently compares the marks he gives with those given by another [competent, interested] teacher.

competent

D. SELF-REPORTING DEVICES—Questionnaire and Check List—Diary and Autobiography—Conference and Interview—Sociometric Tests

81. Three main purposes of self-reporting devices are to help the student understand [himself, others],

himself

82. to help him make [decisions, inquiries] about personal and educational matters,

decisions

83. and to help school people provide optimal educational [courses, opportunities] for each student.

opportunities

84. The questionnaire may be used to obtain many kinds of information and may elicit general or specific [answers, responses].

responses

85. When the questions elicit specific rather than general responses, interpreting the responses is [less, more] difficult;

less

86. considerably more time is needed to [administer, construct] the questionnaire;

construct

87. and the responses are [less, more] restricted.

more

88. The diary and autobiography, to be useful to the teacher in understanding the student, must be personal for the student, and the contents should be kept [confidential, permanently] by the teacher.

confidential

89. An autobiography may help the prospective teacher [appreciate, understand] himself better,

understand

RECOGNITION ITEMS

90. think more constructively about his immediate and remote [goals, problems] in life,	goals
91. and consider seriously the prospects for achieving his goals through a [career, course] in teaching.	career
92. Conferences and interviews are useful in securing evaluative information and for other purposes. A number of principles have been identified for conducting a teacher-pupil conference: get to the purpose of the [conference, discussion] quickly if you have arranged for it;	conference
93. be courteous and friendly, regardless of the student's [emotional, intellectual] state,	emotional
94. reflect the student's [feelings, intelligence] in your comments and questions,	feelings
95. accept what the student says without [contradicting, encouraging] him;	contradicting
96. use words which the student understands, for a conference is basically a [conflict, learning] situation for him,	learning
97. reassure the student whose main problem is lack of [assurance, respect],	assurance
98. provide [affection, information] if the student needs it immediately;	information
99. encourage the student who is rational and no longer upset to propose a plan of action or to give an explanation of his [dilemma, problem];	problem
100. close the conference by summarizing what has happened, by having the student do this, by stating what apparently has been agreed upon, or by arranging for another [conference, visit].	conference
101. Sociometric tests may be used to identify popular members of a classroom group, the isolated and [complaining, rejected] members,	rejected
102. and the [cliques, gangs].	cliques

CHAPTER 16

103. Students should not be permitted to discuss or reveal their choices during the [administration, scoring] of a sociometric test.
administration
104. To interpret and act upon the students' choices, a [scattergram, sociogram] is constructed.
sociogram
105. Students most frequently chosen are plotted toward the [center, outside] of the sociogram,
center
106. the [isolated, new] students are placed toward the outside.
isolated
107. Interpretation of sociometric test results apply only to a particular group, and the choices received and given are dependent upon a number of factors, including the [idea, question] used to elicit the choices.
question
108. Encouraging students to give negative reactions to their classmates—e.g., "who is least liked in this class?"—may create undesirable attitudes and tensions which did not exist prior to administering the [popularity, sociometric] test.
sociometric

E. PROJECTIVE TECHNIQUES

109. Persons illiterate in the theory and interpretation of projective tests should not administer them, or attempt to interpret a child's [emotional, personality] organization from finger paintings, doll play, and similar activities.
personality
110. The teacher who does not understand a child through careful observation and other informal procedures will likely not profit from experimenting with [achievement, projective] techniques.
projective

COMPLETION ITEMS

CHAPTER 16 TEACHER-MADE TESTS AND INFORMAL EVALUATION PROCEDURES

A. OBSERVATION AND RATING OF PERFORMANCES—Types of Informal Observation and Rating—Rating Scales—Check Lists—Anecdotal Records

1. Evaluation is a continuous process of securing and interpreting information to ascertain the quality and amount of student progress toward educational [].

objectives
2. Standardized and other published tests, teacher-made tests, and informal procedures are required for comprehensive [].

evaluation
3. Paper-and-pencil tests are less useful in appraising psychomotor skills than is teacher observation and rating of the many daily [] of the students.

performances
4. Teachers use rating scales, check lists, and anecdotal records in their informal [ob] and rating of students' performances.

observation
5. Teachers not only rate students but report their [] to the students, parents, and school officials.

ratings
6. Reporting pupil progress with modern report cards illustrates the amount of careful [] and rating required of the teacher.

observation
7. The report card, like a comprehensive system of evaluation, should be based on the main [] of the class.

objectives
8. The Monona Grove Report Card is the same for each subject offered in the high school. The teacher observes and rates each student's individual [],

performance
9. school [],

citizenship
10. and knowledge and skills in the [].

subject

CHAPTER 16

11. Based on these three ratings, which are incorporated in grades A-F, the teacher arrives at a grade for [] growth and performance.
total
12. In the Monona Grove system, "plans work wisely" is a specific performance pertaining to the larger category—[] performance,
individual
13. "recites effectively" pertains to knowledge and [] in the subject,
skills
14. "is courteous" is a subarea of [] citizenship.
school
15. The teacher rates the child on the Report Form of the Ernest Horn Elementary School in relation to his background and [];
ability
16. in arithmetic, for example, the child is rated Better Than, Consistent With, or [Po] Than what might have reasonably been expected of him.
Poorer
17. Many outcomes in arithmetic, science, and other subjects cannot be appraised readily with tests. Appraising the student's understanding of mathematical concepts and skills can be accomplished through teacher [].
observation
18. The best time to evaluate skills is when the students are performing the [].
skills
19. To facilitate efficient learning, the teacher's evaluation of problem-solving processes of students should be accompanied by reinforcement or confirmation of correct [],
responses
20. and with identification and [] of errors.
correction
21. A rating scale provides a means of summarizing and recording the results of [].
observations

COMPLETION ITEMS

- | | |
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| 22. Three factors are closely associated with the accuracy of ratings: the exactness of the definition of the [] being rated, | <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> performance |
| 23. the discrimination with which the various [] are made, and the competence of the rater. | <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> ratings |
| 24. To secure the judgment of teachers in the experiment dealing with acceleration of pupils in Racine, pupil nominees for acceleration were [] by their teacher toward the end of the second grade; | <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> rated |
| 25. each nominee was rated on a number of traits associated with giftedness and also on achievement in each school []; | <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> subject |
| 26. how well the second-grader could now do beginning fourth-grade work was the last item on the rating []. | <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> scale |
| 27. The pupils were also administered a group IQ test and an educational achievement []. | <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> battery |
| 28. Three persons independently rated the creativity of each student's responses in Milwaukee, thereby increasing the [] of the ratings. | <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> accuracy |
| 29. Principles for constructing rating scales and check [] are alike: | <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> lists |
| 30. select the qualities and performances to be rated or checked in relation to the [] of the class; | <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> objectives |
| 31. construct rating scales and check lists for important objectives which [] be evaluated well by other means; | <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> cannot |
| 32. carefully describe each rating in terms of your ability to [] student performances related to it; | <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> discriminate |

CHAPTER 16

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|--|----------------|
| <p>33. compare your ratings with those of another teacher who performs the [] at the same time;</p> | rating |
| <p>34. make the scales or lists understandable to the students so that they aspire toward higher [] and also may rate themselves.</p> | performance |
| <p>35. Anecdotal records are less concise than rating scales. The pupil's behavior is observed, but not rated, in several situations, and the observations are summarized in anecdotal [].</p> | records |
| <p>36. In keeping anecdotal records, briefly, but in enough detail to reveal important aspects, describe the [] in which the behavior occurs;</p> | situation |
| <p>37. record the pupil's [] exactly as it occurs, including specific details;</p> | behavior |
| <p>38. then check what has been recorded to make sure that no [] comments are included;</p> | subjective |
| <p>39. finally, interpret the behavior, if there is enough information to reveal a pattern, and indicate clearly that this part of the record is your [].</p> | interpretation |
| <p>B. PAPER-AND-PENCIL OBJECTIVE TESTS OF ACHIEVEMENT—Types of Objective Test Items—Types of Outcomes Measured—Tests of Work Samples—Guides for Constructing Objective Tests</p> | |
| <p>40. Alternate-choice, multiple-choice, multiple-response, matching, and completion are the principal types of [] test items.</p> | objective |
| <p>41. True-False, Yes-No, Right-Wrong, Agree-Disagree, and Same-Different are types of alternate-choice test [].</p> | items |
| <p>42. Adaptability to testing in many classes, usefulness in testing much material in a short time, and easy scoring are strengths of [] choice tests.</p> | alternate- |

COMPLETION ITEMS

43. Weaknesses of alternate-choice tests are that guessing is encouraged, the learner is presented with a wrong response, and the difficulty in constructing items in which one [] is always correct.	
	choice
44. The student selects one of three or more choices as the correct or best answer in a [] choice item.	
	multiple-
45. The student's task is to indicate all the correct choices in a multiple- [] item.	
	response
46. In constructing multiple-choice tests, make each test item deal with a [] concept, generalization, or other outcome of learning;	
	significant
47. state the introduction to the choice—the stem—and the [] clearly;	
	choices
48. do not use [] words in the stem and in the correct choice;	
	identical
49. include at least [] choices in each item to minimize guessing;	
	four
50. make the choices in each item [] in grammatical construction;	
	parallel
51. make all choices in each item [] and of about equal length;	
	plausible
52. distribute the correct choices equally in the total test—that is, have equal numbers of A, B, C, D [] as the correct ones;	
	choices
53. set up clear instructions for the students to follow and arrange for quick [] of the test;	
	scoring
54. in an untimed test, place the [] items first in the test to encourage the student;	
	easy
55. include difficult items early in a [] test.	
	timed

- | | |
|--|-------------|
| 56. Items which call for pairing an item in the first column with a word or phrase in the second column are [] items. | matching |
| 57. Matching items usually do not measure meaning, only whether the correct [] has been made. | association |
| 58. In testing association of synonyms and association of men with events, use at least two sets of matching []. | items |
| 59. When constructing matching items, use related materials within each group of items to be []. | matched |
| 60. The possibility of guessing correctly is reduced by including a [di] in each set of matching items. | distracter |
| 61. Tests in which the student is required to fill in words or phrases which have been omitted are called [] tests. | completion |
| 62. Completion items are useful for measuring [] of information. | recall |
| 63. Progress is being made in constructing objective-type tests of many kinds. The ability to apply factual information, to analyze it, to draw correct conclusions, and to evaluate information are being appraised with skillfully constructed [] type test items. | objective- |
| 64. In many classes, students complete assignments and hand in their written work as part of it. For example, the student hands in what he has written during a five-minute period in a shorthand class; this is one type of [] sample. | work |
| 65. An outline map completed or a set of problems worked in science may provide excellent work []. | samples |
| 66. Some work samples may be rated or scored as [] as tests. | objectively |

COMPLETION ITEMS

67. Ross and Stanley have prepared excellent guides for constructing objective [] in four stages—planning, preparing, trying out, and evaluating.

tests

68. That the test should reflect the approximate proportion of emphasis in the course is considered when [] the test.

planning

69. Whether to include more than one type of item is considered when [] the test.

preparing

70. The results of the test are checked against an outside criterion when [] the test.

evaluating

C. ESSAY TESTS—Clarity of Expression—Recall and Organization—Critical Evaluation

71. Clarity of expression, ability to recall and organize information, and ability to evaluate critically may be appraised with [] tests.

essay

72. In creative writing, English composition, journalism, and business English, the ability to [] oneself clearly is an important objective.

express

73. An important outcome of instruction in social studies, science, and literature is the ability to recall and [] information.

organize

74. Essay test items beginning with "How," "Why," "Compare," and "Contrast" are useful in measuring the [] to evaluate critically.

ability

75. Better study methods may be acquired more efficiently by the student when preparing to take essay than when preparing to take [] tests.

objective

76. Essay tests which sample only limited content of a course have low content [];

validity

77. and when subjectivity enters into the scoring, they have low [].

reliability

CHAPTER 16

78. Considerable validity and reliability are possible when the teacher constructs the essay test [] carefully,

items

79. defines the criteria for [] each item prior to the actual scoring or marking,

scoring

80. and subsequently compares the marks he gives with those given by another [] teacher.

competent

D. SELF-REPORTING DEVICES—Questionnaire and Check List—Diary and Autobiography—Conference and Interview—Sociometric Tests

81. Three main purposes of self-reporting devices are to help the student understand [],

himself

82. to help him make [de] about personal and educational matters,

decisions

83. and to help school people provide optimal educational [] for each student.

opportunities

84. The questionnaire may be used to obtain many kinds of information and may elicit general or specific [].

responses

85. When the questions elicit specific rather than general responses, interpreting the responses is [] difficult;

less

86. considerably more time is needed to [] the questionnaire;

construct

87. and the responses are [] restricted.

more

88. The diary and autobiography, to be useful to the teacher in understanding the student, must be personal for the student, and the contents should be kept [] by the teacher.

confidential

89. An autobiography may help the prospective teacher [] himself better,

understand

COMPLETION ITEMS

90. think more constructively about his immediate and remote [] in life,	goals
91. and consider seriously the prospects for achieving his goals through a [] in teaching.	career
92. Conferences and interviews are useful in securing evaluative information and for other purposes. A number of principles have been identified for conducting a teacher-pupil conference: get to the purpose of the [] quickly if you have arranged for it;	conference
93. be courteous and friendly, regardless of the student's [] state,	emotional
94. reflect the student's [] in your comments and questions,	feelings
95. accept what the student says without [] him;	contradicting
96. use words which the student understands, for a conference is basically a [] situation for him,	learning
97. reassure the student whose main problem is lack of [as],	assurance
98. provide [] if the student needs it immediately;	information
99. encourage the student who is rational and no longer upset to propose a plan of action or to give an explanation of his [];	problem
100. close the conference by summarizing what has happened, by having the student do this, by stating what apparently has been agreed upon, or by arranging for another [].	conference
101. Sociometric tests may be used to identify popular members of a classroom group, the isolated and [] members,	rejected
102. and the [].	cliques

CHAPTER 16

103. Students should not be permitted to discuss or reveal their choices during the [] of a sociometric test.
administration
-
104. To interpret and act upon the students' choices, a [] is constructed.
sociogram
-
105. Students most frequently chosen are plotted toward the [] of the sociogram,
center
-
106. the [] students are placed toward the outside.
isolated
-
107. Interpretation of sociometric test results apply only to a particular group, and the choices received and given are dependent upon a number of factors, including the [] used to elicit the choices.
question
-
108. Encouraging students to give negative reactions to their classmates—e.g., "who is least liked in this class?"—may create undesirable attitudes and tensions which did not exist prior to administering the [] test.
sociometric
-

E. PROJECTIVE TECHNIQUES

109. Persons illiterate in the theory and interpretation of projective tests should not administer them, or attempt to interpret a child's [] organization from finger paintings, doll play, and similar activities.
personality
-
110. The teacher who does not understand a child through careful observation and other informal procedures will likely not profit from experimenting with [] techniques.
projective
-

RECOGNITION ITEMS

CHAPTER 17 STATISTICAL AND RESEARCH TERMINOLOGY

A. MEASURES OF CENTRAL TENDENCY—Mean—Median—Mode

1. A series of numbers is either discrete or continuous.
A series of numbers used to indicate whole units which cannot be subdivided into fractional parts is a [discrete, rational] series.

discrete
2. A series of numbers implying gradation into fractional parts, such as height in inches, is a [continuous, fragmented] series.

continuous
3. When height is reported to the nearest inch as 62, we assume that the true height is between 61.50 and [62.00, 62.49] inches.

62.49
4. The mean, median, and mode are measures of [central, deviation] tendency.

central
5. The arithmetic average of a set of scores, calculated by adding all the scores and dividing by the number of scores, is the [mean, range].

mean
6. The mean, M , of 4, 6, 11 is [6.0, 7.0].

7.0
7. Fewer separate scores are dealt with when a large number of scores are arranged in a [frequency, score] table.

frequency
8. The main parts of a frequency table are the class interval, i , and the frequencies, f . Under f are given the [amount, number] of cases for the respective class intervals.

number
9. Sets of numerals such as 2-5, 6-9, ..., 38-41 are entered under the [case, class] interval.

class
10. The midpoint of the class interval, 2-5, in a continuous set of scores, is [3.5, 4.0].

3.5
11. The mean, as other measures of central tendency, may be computed directly from the raw scores or from a [frequency, score] table.

frequency

CHAPTER 17

12. It is advisable to group scores into not fewer than 10 nor more than 16 [class, frequency] intervals.

class

13. The mean should be used when the value of each score in a distribution is to be reflected in the measure of [central, variable] tendency.

central

14. The median is the point in a set of continuous measurements on both sides of which there is an [equal, unequal] number of cases or scores.

equal

15. When the mid-score or value is desired, rather than the mean or average of all scores, the [mean, median] is computed.

median

16. To estimate the standard of living of four families with annual incomes of \$2,000, \$4,000, \$5,000, and \$50,000, the [mean, median] should be used.

median

17. In a unimodal frequency distribution, the mode is the midpoint of the class interval which has the greatest [frequency, size].

frequency

18. Neither the midpoint nor the average of all scores is considered when locating the [median, mode].

mode

B. PARTITION VALUES

19. Quartiles, deciles, and percentiles divide the total frequencies in a distribution into equal parts and are called [partition, section] values.

partition

20. Dividing the frequencies, or scores, into four equal parts yields [fourths, quartiles].

quartiles

21. Dividing the frequencies into ten equal parts gives the [decile, tenth] points or scores.

decile

22. To divide a distribution into 100 equal parts, centiles, or [percentiles, percents] are computed.

percentiles

RECOGNITION ITEMS

C. MEASURES OF VARIABILITY OR DISPERSION—Range—Quartile Deviation—Mean or Average Deviation—Variance and Standard Deviation

23. One-half of the frequencies in a distribution lie above and below the median, the second quartile or Q_2 , the fifth decile or D_5 , and the 50th percentile or $[P_5, P_{50}]$.

P₅₀
24. Twenty-five percent of the cases lie above P_{75} and $[Q_1, Q_3]$.

Q₃
25. Q_1 , D_2 , and P_{30} are unequal but specific [frequency, partition] values.

partition
26. It is useful to know how the scores in a distribution are dispersed. The range, quartile deviation, mean deviation, standard deviation, and variance are measures of [partition, variability].

variability
27. The range is the difference between the highest and lowest [quartile, score] in a distribution of discrete data.

score
28. The simplest and least useful measure of variability is the [range, spread].

range
29. The difference between Q_3 and Q_1 , divided by 2, is the [average, quartile] deviation.

quartile
30. In non-symmetrical distributions where the median is a better indicator of central tendency than the mean, the quartile [amount, deviation] is used.

deviation
31. The simple deviation score is obtained by subtracting the mean of a set of scores from any score in the set; the remainder, which may be negative or positive, is the [deviation, difference] score.

deviation
32. A raw score of 30 in a distribution with a mean of 50 yields a deviation score of $[-20, 20]$.

-20
33. The + and - signs are ignored when adding to compute the [average, sum] deviation.

average

34. The variance and standard deviation are used in describing the variation of a set of scores from the mean. A group of 40 whose variance in height is 466, compared with another group whose mean is the same with a variance of 400, has greater [likeness, variability].

variability

35. A group of 40 with a standard deviation unit, σ , of 6 in IQ, compared with another group having the same mean and a σ of 10, is less heterogeneous, [less, more] variable in IQ

less

36. Variability is higher when the standard [amount, deviation] is higher.

deviation

37. A classroom group with a σ of 10 in vocabulary scores, compared with another having the same mean and a σ of 20, is more [heterogeneous, homogeneous] in vocabulary.

homogeneous

D. STANDARD SCORES

38. The standard score, z-score, is based on the distance in σ units that the raw score is from the mean score. A raw score one σ above the mean is equal to a [computed, standard] score of 1.0.

standard

39. Since raw scores are above or below the mean, standard [scores, values] are either positive or negative.

scores

40. Changing raw scores on different scales, such as height and IQ, to standard scores, z-scores, permits expressing the originally different units in common σ [numbers, units] from the mean.

units

41. A height of 62 inches and an IQ of 118 cannot be compared directly. A child with a z-score of 1.2 in height and of 1.2 in IQ is the same distance above the mean of his group in height and IQ, namely, 1.2 standard [deviation, variance] units.

deviation

42. A child with a z-score of 2.0 in spelling achievement, 1.0 in reading achievement, and -1.0 in arithmetic achievement is highest in [reading, spelling].

spelling

RECOGNITION ITEMS

E. MEASURES OF RELATIONSHIP—Product-Moment Coefficient of Correlation—Rank Coefficient of Correlation—Other Correlation Procedures and Prediction

- | | |
|--|--------------|
| 43. Product-moment, rank, partial, and multiple coefficients of correlation are computed to determine the relationship between and among measurements of the same individual. A correlation coefficient is a measure of [relationship, variability]. | relationship |
| 44. The magnitude and direction of the relationship between or among variables is indicated by a number, called the coefficient of [correlation, dispersion]. | correlation |
| 45. Correlation coefficients range between 1.00 and -1.00; a coefficient of .00 indicates no [relationship, variability]. | relationship |
| 46. A perfect positive correlation is 1.00; a perfect [inverse, skewed] correlation is -1.00. | inverse |
| 47. The product-moment coefficient of correlation, r , indicates the relationship between two sets of [relationships, scores] or variables. | scores |
| 48. An r indicates relationship, not cause and effect. An r of .94 between IQ and arithmetic achievement does not indicate that high IQ [causes, decides] high arithmetic achievement. | causes |
| 49. An r is not a percentage. An r of .80 between two variables does not indicate twice as high a [relationship, variability] as an r of .40. | relationship |
| 50. The higher the r between two variables, the more effectively can one variable be predicted from the other. An r of .90, in comparison with one of .60, is more useful in [analyzing, predicting]. | predicting |
| 51. IQ correlates higher with achievements in the cognitive domain than in the psychomotor domain; therefore, IQ is more useful in predicting in the [cognitive, psychomotor] domain. | cognitive |

CHAPTER 17

52. Scattergrams are useful in interpreting r 's of varying size. With a high r the two sets of scores lie close to a diagonal line intersecting the [diagram, scattergram].	scattergram
53. Researchers frequently ascertain the relationship between two sets of scores that have been ranked by computing the rank-difference correlation, Rho . When the scores on two variables for the same individual are ranked in order from highest to lowest, the [r , Rho] is frequently used.	Rho
54. In one set of scores the two highest scores are 30 and 20; in another set they are 60 and 59. Both 20 and 59 are assigned a [rank, score] of 2.	rank
55. The three highest scores in a set are 61, 60, 60. The scores of 60 are ranked [2.0, 2.5].	2.5
56. To compute Rho , the raw scores must first be arranged in [place, rank] order.	rank
57. Rho is interpreted in the same manner as [r , M].	r
58. Both partial and multiple correlation are used to ascertain the [relationship, variance] among more than two measures.	relationship
59. Partial correlation is used to ascertain the relationship between two variables while the third is kept constant. To hold constant unequal CA when correlating IQ and reading achievement, [partial, rank] correlation is used.	partial
60. The multiple coefficient of correlation, R , like r and Rho , is a [measure, statistic] of relationship.	measure
61. To ascertain the relationship between two or more independent variables with a dependent variable, [r , R] is computed.	R
62. The r between weight and height is .75, between strength of grip and height .65. The R of weight and grip with height is .85. Most useful of these in the prediction of height is [r , R].	R

RECOGNITION ITEMS

63. A regression equation is computed to predict reading achievement from IQ, or vice versa. Each child's predicted reading score is $1.228 (IQ) + .0047$. This is a [geometric, regression] equation.	
	regression
64. When R is known, a multiple regression equation may be used to make [predictions, regressions].	
	predictions
65. The greater the magnitude of r, Rho, and R, whether positive or negative, the more accurate are the predictions that can be made from regression [data, equations].	
	equations
F. SAMPLING PROCEDURES—Population and Sample—Simple Random Sampling—Stratified Random Sampling—The Normal Distribution—Scores Based on the Normal Distribution	
66. A random sample or a stratified random sample of seniors is drawn from the total population of seniors to draw inferences about the total population. A subset or subgroup of an entire population is a [proportion, sample].	
	sample
67. Sampling is used to save time and money and to secure better control over experimental arrangements. Sampling permits generalizing or inferring from the sample to the [group, population].	
	population
68. The amount of uncertainty or risk of making an error when generalizing from the sample to the population can be determined if the sample drawn is a probability [population, sample].	
	sample
69. A sample in which every member of a specified population is ensured a known or determined chance of being drawn in it is a [probability, rigorous] sample.	
	probability
70. A simple random sample is drawn in such a way that each member of a defined population has an equal but random chance of being included in the [population, sample].	
	sample

CHAPTER 17

71. To draw a simple random sample of 500 from the entire population of 5,000, each member must have an [equal, even] chance of being drawn into the sample.	equal
72. To draw a simple random sample of 500 girls from 5,000, each girl is numbered 1-5,000 and a table of [consecutive, random] numbers is used.	random
73. In stratified random sampling the population is first divided into strata on the basis of any characteristic, such as age or sex. Then from the population of each stratum, a [deviation, simple] random sample is drawn.	simple
74. When a total population is divided into strata and a simple random sample is drawn from the population in each stratum, the sample thus obtained is [simple, stratified].	stratified
75. The normal probability curve is symmetrical about the mean and has its maximum height above the mean. The mean, the median, and the mode coincide in the [normal, usual] distribution.	normal
76. The algebraic sum of the + and - standard scores in a normal distribution is 0. The entire area under the normal curve is equal to [1, 2].	1
77. The probability that any score in a normal distribution will be between $+3\sigma$ and -3σ from the [center, mean] is .997.	mean
78. A probability of .977 is equivalent to 977 times in [1000, 10,000].	1000
79. About 95 percent of the area of a normal probability curve lies within +2 and [-2, -4] σ from the mean.	-2
80. About 68 percent of the area of a normal probability curve lies between +1 and [-1, -4] σ from the mean.	-1
81. About 34 percent of the area of a normal probability curve lies between the mean and +[1, 3] σ .	1

RECOGNITION ITEMS

82. A standard score of +1 is equal to a percentile score of 50 + [10, 34].	34
83. A standard score of -1 is equal to a percentile score of 50 - [10, 34].	34
84. When the mean IQ in a school is 100 and the σ is 15, about 68 percent of the IQ's fall between [85 and 115, 70 and 130].	85 and 115
G. SIGNIFICANCE OF DIFFERENCES—Chi-Square Test—Critical Ratio Test—t-Test—Analysis of Variance and F-Test	
85. Chi-square, critical ratio, t-test, and the F-test are tests of the statistical significance of difference between two or among three or more frequencies or [means, medians].	means
86. Each test of statistical significance yields a single number. By entering appropriate statistical tables, the experimenter determines the probability that an obtained difference is a chance [difference, variation].	difference
87. When testing an hypothesis, the experimenter often accepts .01 or .05 as an acceptable level of [effort, significance].	significance
88. Chi-square is used to test the significance of an obtained difference among [frequencies, scores].	frequencies
89. To test the significance of the difference in the frequencies of occupational categories of fathers of children of low, average, and high IQ, the [Chi-square, F-test] is used.	Chi-square
90. The critical ratio and the t-test are appropriate for testing the significance of an obtained difference between two [means, quartiles].	means
91. The significance of difference between the mean height of boys and girls can be found, using either the critical ratio or the [F-test, t-test].	t-test

CHAPTER 17

92. Analysis of variance and the F-test are appropriate for testing the significance of the obtained difference among unrelated or [dependent, independent] means.	
	independent
93. Analysis of covariance and the F-test are appropriate for testing the significance of the obtained difference among three or more [dependent, independent] means.	
	dependent
94. To test the significance of difference among three or more means a(n) [F-test, t-test] is applied.	
	F-test
95. The probability of an obtained difference being a chance difference is interpreted in the same manner for the F-test as for other [indices, tests] of statistical significance.	
	tests
96. A probability of .01, $P = .01$, means that the obtained difference would be this large by chance 1 time in [100, 1000].	
	100
97. $P = .10$ means that the obtained difference would be this large by chance 1 time in [10, 100].	
	10
H. FACTOR ANALYSIS	
98. Factor analysis is useful to identify and sort human abilities and other characteristics and for other purposes. Before factor analysis can be performed, [correlations, means] must be computed.	
	correlations
99. Three types of factors—general, group, and specific—are identified through factor [analysis, variance].	
	analysis
100. When a factor is found for each of 15 tests in a 15-test battery, the factors obtained are called [single, specific].	
	specific
101. A factor found in 5 but not in the other 10 tests is a [five-fold, group] factor.	
	group

COMPLETION ITEMS

102. A factor found in all 15 tests is a [general, typical] factor.	general
103. A factor analysis by Klausmeier of height, weight, carpal age, IQ, arithmetic, reading, and language achievement in a random sample of boys resulted in identifying two group [factors, standards].	factors
104. Height, weight, and carpal age comprised one group factor, called [cognitive, physical] development.	physical
105. IQ, reading, arithmetic, and language comprised the second group factor, called academic [development, success].	development
106. The two group factors were almost totally unrelated; therefore they were considered as [dependent, independent] of one another.	independent
107. Guilford and others have demonstrated that the samples on which measures are taken, the specific measures taken, and the theoretical framework are of utmost importance in identifying abilities or other characteristics by use of factor [grouping, analysis].	analysis

COMPLETION ITEMS

CHAPTER 17 STATISTICAL AND RESEARCH TERMINOLOGY

A. MEASURES OF CENTRAL TENDENCY—Mean—Median—Mode

1. A series of numbers is either discrete or continuous. A series of numbers used to indicate whole units which cannot be subdivided into fractional parts is a [] series.	discrete
2. A series of numbers implying gradation into fractional parts, such as height in inches, is a [] series.	continuous

CHAPTER 17

3. When height is reported to the nearest inch as 62, we assume that the true height is between 61.50 and [] inches.	62.49
4. The mean, median, and mode are measures of [] tendency.	central
5. The arithmetic average of a set of scores, calculated by adding all the scores and dividing by the number of scores, is the [].	mean
6. The mean, M , of 4, 6, 11 is [].	7.0
7. Fewer separate scores are dealt with when a large number of scores are arranged in a [fr] table.	frequency
8. The main parts of a frequency table are the class interval, i , and the frequencies, f . Under f are given the [] of cases for the respective class intervals.	number
9. Sets of numerals such as 2-5, 6-9, ..., 38-41 are entered under the [] interval.	class
10. The midpoint of the class interval, 2-5, in a continuous set of scores, is [].	3.5
11. The mean, as other measures of central tendency, may be computed directly from the raw scores or from a [] table.	frequency
12. It is advisable to group scores into not fewer than 10 nor more than 16 [] intervals.	class
13. The mean should be used when the value of each score in a distribution is to be reflected in the measure of [ce] tendency.	central
14. The median is the point in a set of continuous measurements on both sides of which there is an [] number of cases or scores.	equal
15. When the mid-score or value is desired, rather than the mean or average of all scores, the [] is computed.	median

COMPLETION ITEMS

16. To estimate the standard of living of four families with annual incomes of \$2,000, \$4,000, \$5,000, and \$50,000, the [] should be used.

median

17. In a unimodal frequency distribution, the mode is the midpoint of the class interval which has the greatest [].

frequency

18. Neither the midpoint nor the average of all scores is considered when locating the [].

mode

B. PARTITION VALUES

19. Quartiles, deciles, and percentiles divide the total frequencies in a distribution into equal parts and are called [] values.

partition

20. Dividing the frequencies, or scores, into four equal parts yields [].

quartiles

21. Dividing the frequencies into ten equal parts gives the [] points or scores.

decile

22. To divide a distribution into 100 equal parts, centiles, or [] are computed.

percentiles

C. MEASURES OF VARIABILITY OR DISPERSION—Range—Quartile Deviation—Mean or Average Deviation—Variance and Standard Deviation

23. One-half of the frequencies in a distribution lie above and below the median, the second quartile or Q_2 , the fifth decile or D_5 , and the 50th percentile or [].

P_{50}

24. Twenty-five percent of the cases lie above P_{75} and [].

Q_3

25. Q_1 , D_2 , and P_{30} are unequal but specific [] values.

partition

CHAPTER 17

- | | | |
|-----|--|-------------|
| 26. | It is useful to know how the scores in a distribution are dispersed. The range, quartile deviation, mean deviation, standard deviation, and variance are measures of []. | variability |
| 27. | The range is the difference between the highest and lowest [] in a distribution of discrete data. | score |
| 28. | The simplest and least useful measure of variability is the []. | range |
| 29. | The difference between Q_3 and Q_1 , divided by 2, is the [] deviation. | quartile |
| 30. | In non-symmetrical distributions where the median is a better indicator of central tendency than the mean, the quartile [] is used. | deviation |
| 31. | The simple deviation score is obtained by subtracting the mean of a set of scores from any score in the set; the remainder, which may be negative or positive, is the [] score. | deviation |
| 32. | A raw score of 30 in a distribution with a mean of 50 yields a deviation score of []. | -20 |
| 33. | The + and - signs are ignored when adding to compute the [av] deviation. | average |
| 34. | The variance and standard deviation are used in describing the variation of a set of scores from the mean. A group of 40 whose variance in height is 466, compared with another group whose mean is the same with a variance of 400, has greater []. | variability |
| 35. | A group of 40 with a standard deviation unit, σ , of 6 in IQ, compared with another group having the same mean and a σ of 10, is less heterogeneous, [] variable in IQ. | less |
| 36. | Variability is higher when the standard [] is higher. | deviation |

COMPLETION ITEMS

37. A classroom group with a σ of 10 in vocabulary scores, compared with another having the same mean and a σ of 20, is more [] in vocabulary.

homogeneous

D. STANDARD SCORES

38. The standard score, z-score, is based on the distance in σ units that the raw score is from the mean score. A raw score one σ above the mean is equal to a [] score of 1.0.

standard

39. Since raw scores are above or below the mean, standard [] are either positive or negative.

scores

40. Changing raw scores on different scales, such as height and IQ, to standard scores, z-scores, permits expressing the originally different units in common σ [] from the mean.

units

41. A height of 62 inches and an IQ of 118 cannot be compared directly. A child with a z-score of 1.2 in height and of 1.2 in IQ is the same distance above the mean of his group in height and IQ, namely, 1.2 standard [] units.

deviation

42. A child with a z-score of 2.0 in spelling achievement, 1.0 in reading achievement, and -1.0 in arithmetic achievement is highest in [].

spelling

E. MEASURES OF RELATIONSHIP—Product-Moment Coefficient of Correlation—Rank Coefficient of Correlation—Other Correlation Procedures and Prediction

43. Product-moment, rank, partial, and multiple coefficients of correlation are computed to determine the relationship between and among measurements of the same individual. A correlation coefficient is a measure of [].

relationship

CHAPTER 17

44. The magnitude and direction of the relationship between or among variables is indicated by a number, called the coefficient of [].
correlation
45. Correlation coefficients range between 1.00 and -1.00; a coefficient of .00 indicates no [re].
relationship
46. A perfect positive correlation is 1.00; a perfect [] correlation is -1.00.
inverse
47. The product-moment coefficient of correlation, r , indicates the relationship between two sets of [sc] or variables.
scores
48. An r indicates relationship, not cause and effect. An r of .94 between IQ and arithmetic achievement does not indicate that high IQ [] high arithmetic achievement.
causes
49. An r is not a percentage. An r of .80 between two variables does not indicate twice as high a [] as an r of .40.
relationship
50. The higher the r between two variables, the more effectively can one variable be predicted from the other. An r of .90, in comparison with one of .60, is more useful in [].
predicting
51. IQ correlates higher with achievements in the cognitive domain than in the psychomotor domain; therefore, IQ is more useful in predicting in the [] domain.
cognitive
52. Scattergrams are useful in interpreting r 's of varying size. With a high r the two sets of scores lie close to a diagonal line intersecting the [].
scattergram
53. Researchers frequently ascertain the relationship between two sets of scores that have been ranked by computing the rank-difference correlation, Rho . When the scores on two variables for the same individual are ranked in order from highest to lowest, the [] is frequently used.
 Rho

COMPLETION ITEMS

54. In one set of scores the two highest scores are 30 and 20; in another set they are 60 and 59. Both 20 and 59 are assigned a [] of 2.

rank
55. The three highest scores in a set are 61, 60, 60. The scores of 60 are ranked [].

2.5
56. To compute Rho, the raw scores must first be arranged in [] order.

rank
57. Rho is interpreted in the same manner as [].

r
58. Both partial and multiple correlation are used to ascertain the [] among more than two measures.

relationship
59. Partial correlation is used to ascertain the relationship between two variables while the third is kept constant. To hold constant unequal CA when correlating IQ and reading achievement, [] correlation is used.

partial
60. The multiple coefficient of correlation, R, like r and Rho, is a [] of relationship.

measure
61. To ascertain the relationship between two or more independent variables with a dependent variable, [] is computed.

R
62. The r between weight and height is .75, between strength of grip and height .65. The R of weight and grip with height is .85. Most useful of these in the prediction of height is [].

R
63. A regression equation is computed to predict reading achievement from IQ, or vice versa. Each child's predicted reading score is $1.228(IQ) + .0047$. This is a [] equation.

regression
64. When R is known, a multiple regression equation may be used to make [].

predictions

65. The greater the magnitude of r , Rho , and R , whether positive or negative, the more accurate are the predictions that can be made from regression [].

equations.

F. SAMPLING PROCEDURES—Population and Sample—Simple Random Sampling—Stratified Random Sampling—The Normal Distribution—Scores Based on the Normal Distribution

66. A random sample or a stratified random sample of seniors is drawn from the total population of seniors to draw inferences about the total population. A subset or subgroup of an entire population is a [].

sample

67. Sampling is used to save time and money and to secure better control over experimental arrangements. Sampling permits generalizing or inferring from the sample to the [].

population

68. The amount of uncertainty or risk of making an error when generalizing from the sample to the population can be determined if the sample drawn is a probability [].

sample

69. A sample in which every member of a specified population is ensured a known or determined chance of being drawn in it is a [] sample.

probability

70. A simple random sample is drawn in such a way that each member of a defined population has an equal but random chance of being included in the [].

sample

71. To draw a simple random sample of 500 from the entire population of 5,000, each member must have an [] chance of being drawn into the sample.

equal

72. To draw a simple random sample of 500 girls from 5,000, each girl is numbered 1-5,000 and a table of [] numbers is used.

random

COMPLETION ITEMS

73. In stratified random sampling the population is first divided into strata on the basis of any characteristic, such as age or sex. Then from the population of each stratum, a [] random sample is drawn.	
	simple
74. When a total population is divided into strata and a simple random sample is drawn from the population in each stratum, the sample thus obtained is [].	
	stratified
75. The normal probability curve is symmetrical about the mean and has its maximum height above the mean. The mean, the median, and the mode coincide in the [no] distribution.	
	normal
76. The algebraic sum of the + and - standard scores in a normal distribution is 0. The entire area under the normal curve is equal to [].	
	1
77. The probability that any score in a normal distribution will be between $+3\sigma$ and -3σ from the [] is .997.	
	mean
78. A probability of .977 is equivalent to 977 times in [].	
	1000
79. About 95 percent of the area of a normal probability curve lies within $+2$ and [] σ from the mean.	
	-2
80. About 68 percent of the area of a normal probability curve lies between $+1$ and [] σ from the mean.	
	-1
81. About 34 percent of the area of a normal probability curve lies between the mean and + [] σ .	
	1
82. A standard score of $+1$ is equal to a percentile score of $50 + []$.	
	34
83. A standard score of -1 is equal to a percentile score of $50 - []$.	
	34

84. When the mean IQ in a school is 100 and the σ is 15, about 68 percent of the IQ's fall between [].

85 and 115

G. SIGNIFICANCE OF DIFFERENCES—Chi-Square Test—Critical Ratio Test—t-Test—Analysis of Variance and F-Test

85. Chi-square, critical ratio, t-test, and the F-test are tests of the statistical significance of difference between two or among three or more frequencies or [].

means

86. Each test of statistical significance yields a single number. By entering appropriate statistical tables, the experimenter determines the probability that an obtained difference is a chance [].

difference

87. When testing an hypothesis, the experimenter often accepts .01 or .05 as an acceptable level of [si].

significance

88. Chi-square is used to test the significance of an obtained difference among [fr].

frequencies

89. To test the significance of the difference in the frequencies of occupational categories of fathers of children of low, average, and high IQ, the [] is used.

Chi-square

90. The critical ratio and the t-test are appropriate for testing the significance of an obtained difference between two [me].

means

91. The significance of difference between the mean height of boys and girls can be found, using either the critical ratio or the [].

t-test

92. Analysis of variance and the F-test are appropriate for testing the significance of the obtained difference among unrelated or [] means.

independent

COMPLETION ITEMS

93. Analysis of covariance and the F-test are appropriate for testing the significance of the obtained difference among three or more [] means.	
	dependent
94. To test the significance of difference among three or more means a(n) [] is applied.	
	F-test
95. The probability of an obtained difference being a chance difference is interpreted in the same manner for the F-test as for other [] of statistical significance.	
	tests
96. A probability of .01, $P = .01$, means that the obtained difference would be this large by chance 1 time in [].	
	100
97. $P = .10$ means that the obtained difference would be this large by chance 1 time in [].	
	10
 H. FACTOR ANALYSIS	
98. Factor analysis is useful to identify and sort human abilities and other characteristics and for other purposes. Before factor analysis can be performed, [] must be computed.	
	correlations
99. Three types of factors—general, group, and specific—are identified through factor [].	
	analysis
100. When a factor is found for each of 15 tests in a 15-test battery, the factors obtained are called [].	
	specific
101. A factor found in 5 but not in the other 10 tests is a [] factor.	
	group
102. A factor found in all 15 tests is a [] factor.	
	general

- | | | |
|------|---|-------------|
| 103. | A factor analysis by Klausmeier of height, weight, carpal age, IQ, arithmetic, reading, and language achievement in a random sample of boys resulted in identifying two group []. | factors |
| 104. | Height, weight, and carpal age comprised one group factor, called [ph] development. | physical |
| 105. | IQ, reading, arithmetic, and language comprised the second group factor, called academic []. | development |
| 106. | The two group factors were almost totally unrelated; therefore they were considered as [] of one another. | independent |
| 107. | Guilford and others have demonstrated that the samples on which measures are taken, the specific measures taken, and the theoretical framework are of utmost importance in identifying abilities or other characteristics by use of factor []. | analysis |

